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ABSTRACT

This self-instructional program, designed to teach 83 basic signs, includes a user's guide, a videotape, and an interactive videodisc. The program is intended to teach common phrases and sentences, but can also be used to illustrate selected grammatical features of English as part of a language arts program for deaf children. The interactive component is intended to provide visual demonstrations of signing in full motion, repeated practice through the interactive computer program, and continuing confirming or corrective feedback. Although most of the signs are from the lexicon of American Sign Language, video sequences set in natural environments present fluent signers communicating the phrases using a modified form of Signed English. The orientation videotape incorporates an overview of the program and presents a vignette designed to help hearing individuals perceive a deaf child's world. After an overview, the user's guide provides instructions for: (1) setting up the system; (2) starting up, playing, and shutting down; (3) operating the program; and (4) classroom set-up. Appended are The Signing Performance Checklist and instructions for its administration. (DB)

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User's Guide

for

THE SIGN CONNECTION

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Funded by USDE Grant #H780P80023

EC 305697

User's Guide

for

THE SIGN CONNECTION

An Interactive Videodisc instructional program for deaf children and their hearing associates. Designed to teach selected signed phrases and language patterns.

Produced by: Castelle Gentry
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Michigan State University

Funding for this project was provided by USDE, Grant #H180P80023, and MSU.

The Sign Connection

USER'S GUIDE

I. Overview

This self-instructional program has two major purposes. First, it is designed to teach 83 basic signs that will enable learners to sign a number of common phrases and sentences. Second, the program uses signs to illustrate selected grammatical features of English that can be used as part of a language arts program for deaf children. To enhance the expression of signs, a number of linguistic features derived from American Sign Language (e.g., verb directionality, nonmanual characteristics) are demonstrated. The program focuses on a learner population consisting of students in the sixth through eighth grade but is suitable for older students and adults.

What kind of signs are taught?

The majority of the signs used in this program are taken from the lexicon of American Sign Language (ASL), the widely-used language of the Deaf community. The grammar of ASL is complex and may take many years to learn. Future plans at Michigan State University include the development of a series of videodiscs to teach ASL. This project presents signs in English word order, eliminating the need for students to learn a new language. Instead, it requires that students learn ASL vocabulary, a few English-based signs, and acquire additional signing skills related to the production of non-manual signing; characteristics that enhance the meaning of signed phrases. The resultant type of signing, a modified form of Signed English, is currently being used in a model Total Communication educational program for deaf children in Lansing and in several other programs throughout Michigan.

What is interactive video? Interactive videodisc instructional systems have been under development for several years but only recently has their ease of use and cost been improved to the point where school implementation is practical.

Interactive video is usually defined as a powerful, user-controlled, instructional technology, whose component parts are: a microcomputer, a videodisc player, and a program interface that connects them and allows computer control of the visual and audiotory segments of a lesson.

Interactive video creates a unique type of instructional partnership between the learner and two component technologies: computer and video. In the past, computer-assisted instruction has been used effectively in learning situations to branch and manage information according to an individual user's needs and learning style, but has been criticized for its text-oriented, less-than-exciting format. At the same time video-assisted instruction, which has been used as a tool to teach sports, has been praised for its realistic, vivid images but criticized for its linear format and passive learning mode.

Interactive video programs combine the best qualities of both technologies; the computer's power to branch and manage instruction, and with video's power to transmit information in appealing formats. The learner, is provided the opportunity to branch to a section of the instructional package, to proceed at his or her own pace, and to select among options to move forward and backward, review, take a test, or receive immediate feedback.

The advantages of interactive video as an instructional technology lies in its ability to adapt to the dynamic needs, learning styles, and goals of learners during their initial viewing and through multiple interactions with the program. The interactive capacity of the **Sign Connection** Instructional Program provides:

*visual demonstrations of signing in full motion, and in real and instructional situations.

*repeated practice through the interactive computer program

*continuing confirming or corrective feedback to the learner; and

*avoidance of inherent problems found in other self-instructional strategies for teaching signs such as the inability to adjust to individual differences.

The target audience for the **Sign Connection** interactive videodisc instructional program includes deaf children and their

hearing associates. The instruction can be taken at home, in school, or in health services and other community environments. Deaf students will use the program as a means of linking common English phrases with situation-specific cues. Hearing individuals will benefit most by using **Sign Connection** as a means of learning to sign common phrases in a modified form of Signed English.

In summary, the instructional program content focuses on enabling learners to sign common phrases associated with the home, school, medical, and play settings. Video sequences set in these environments present fluent signers communicating the phrases using a modified form of Signed English. The computer program of this interactive videodisc is matched with video images to provide the learner with instructional assistance and evaluation options.

Unique features The instructional design of The **Sign Connection** includes the following features:

*Signs are presented in a grammatically correct English word order.

*A format of functional phrases for interpersonal interaction is used rather than dictionary-type or categorical referencing.

*The target audience includes hearing individuals who form a deaf person's interpersonal communication links as active learners in a mainstream setting.

*The capacity to be adapted to a wide, range of settings: home, classroom, community environment, health service, or other.

*Diverse learner populations can benefit from the same instructional package.

Program objectives The terminal objective for learner interaction with the videodisc instrucional program, is that they acquire the capability to interpret and respond appropriately to words and sentences presented in signs. Following are the major objectives relating to the program component designed to teach signs:

1. Sign recognition: students will be able to recognize 83 signs either in isolation, or when they are embedded in sentences.

2. Sign production: students will be able to correctly produce 83 signs in isolation and in sentences.

3. Signed sentence comprehension: students will be able to correctly identify 30 signed sentences.

Program Introduction - The Orientation Videotape An Orientation videotape is included in the instructional package that provides information similar to that presented in this guide It is recommended that the learner view the videotape prior to using the program. The Orientation videotape incorporates an overview of the **Sign Connection** program and presents a short vignette designed to help hearing individuals perceive a deaf child's world. The vignette supplies an initial motivator to induce hearing students to learn signing through the videodisc medium. The videotape also provides directions on how to learn through this interactive videodisc system and is an effective and efficient way to introduce your learners to the options for moving among the menus available on the videodisc.

II. Setting Up the System

System Components The components of a Level II interactive video system include: a videodisc player, a video monitor, a remote control, and the interactive videodisc program. There are several levels of interactive videodisc hardware systems. The Sign Connection program is designed as a Level II System. Level II systems use a videodisc player that has a built-in microprocessor, rather than using a separate personal computer to control the program. The major brands of Level II videodisc players differ somewhat from each other, but their hook-up is very similar. This program requires a Level II Pioneer videodisc player. The player shown in Figure 1 is the Pioneer LD-V 6000 videodisc player. The video monitor component of the system requires ports for receiving visual and audio information and there are a range of different monitors available. The monitor demonstrated in Figure 1 is the Panasonic CT-1330M.

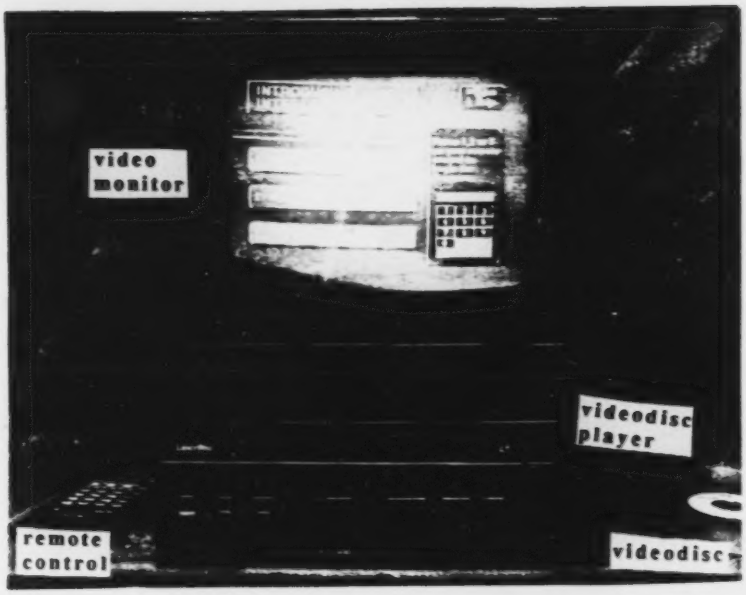

Figure 1: Front view of videodisc hardware

The system hardware components shown in Figure 1 are easily connected, given the necessary cables . Figure 2 diagrams the player and monitor from a rear view.

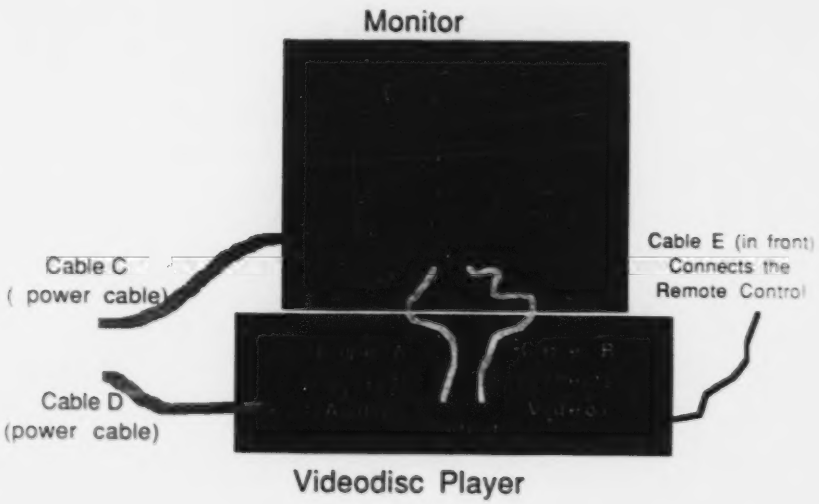

Figure 2: Rear view of videodisc hardware

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The components are connected as follows:

*Connect Cable A, from the Audio-out connection on the disc player, to the Audio-in connection on the monitor.

*Connect Cable B, from the Video-out port on the player, to the Video-in port of the monitor.

*Connect Cable C, the power cable for the Monitor.

*Connect Cable D, the power cable for the player.

*Connect Cable E, from the player to the remote control.

Figure 3 displays the different cable connector ends and the videodisc and monitor ports they are connected to. The two most widely-used types of connector ends are the standard RCA plug which just pushes in, or the BNC connector which must be pushed on and turned clockwise to a locked position.

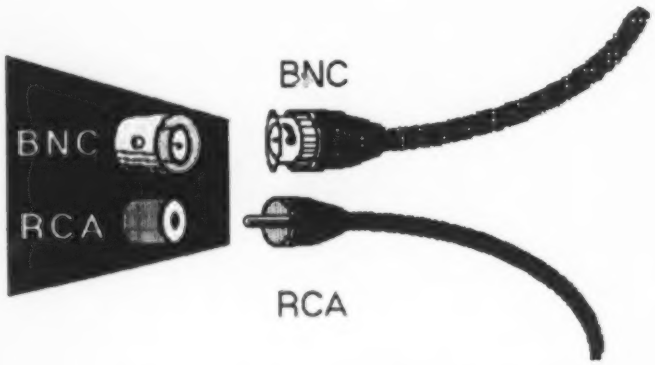

Figure 3: Cable connector ends.

For those in organizations who do not have a videodisc player, who would like to use the Sign Connection disc, you may want to consider the purchase of a device that will enable less expensive videodisc players (e.g., Pioneer LD-V4200, or Pioneer LD-V2200) to behave like a Level II player. This device is called the INKPAD Controller. We found it very cost-effective for this purpose. For more

information on the INKPAD, you can contact Dr. Gary Giddings at Video Image Presentation Systems, at 25062 Linda Vista, Laguna Hills, CA 92653.

III. Starting UP, Playing, and Shutting Down

Steps After setting the system up according to the directions in the previous section, it may be turned on, played, and shut down by following these steps:

1. turn on the videodisc player and video monitor, by pressing the power buttons on each
2. press the reject button on the videodisc player, to access the videodisc tray
3. place the videodisc in the tray with the side of the disc to be played, facing down
4. gently push the tray into the videodisc player
5. press the CLR/Halt and Run/Branch buttons on the remote control to begin the program
6. to progress through the program, enter your selections from the numbered buttons shown on the video monitor screen, by pressing the same numbered button on the remote control
7. to quit, select the "Help" option (located on each menu), and then choose Exit Program
8. press the Reject button on the videodisc player to make the videodisc tray slide out
9. remove the videodisc and place it in its envelope for protection
10. push the videodisc tray closed

11. press the power buttons on the video monitor and the videodisc player to turn the hardware off.

IV. Operating The Sign Connection Program:

Using the remote control The program's remote control is similar to the remote control you use with your television or videotape player at home, except that numbered buttons on the pad correspond to selections that appear on the video monitor screen (see Figure 4). Making and entering selections requires only that you press the button that corresponds with the number on the screen to tell the program what you want to do next, or, how you want to respond to any presented questions.

Figure 4: Remote control

Moving from menu to menu. A good analogy to keep in mind when thinking about menus, is to compare them to the zoom lens on your camera at home. With a zoom lens you start with a wide-angle view and "zoom in" to focus on specific areas. Menus are organized to permit learners to examine a wide range of program areas, going from the general, to the specific, and back as they procede through the program. Menus enable learners to maneuver within the program based on their preferences.

The menu sequence used in **Sign Connection** presents the learner with an introduction and an initial menu (see Figure 5) from which to select options.

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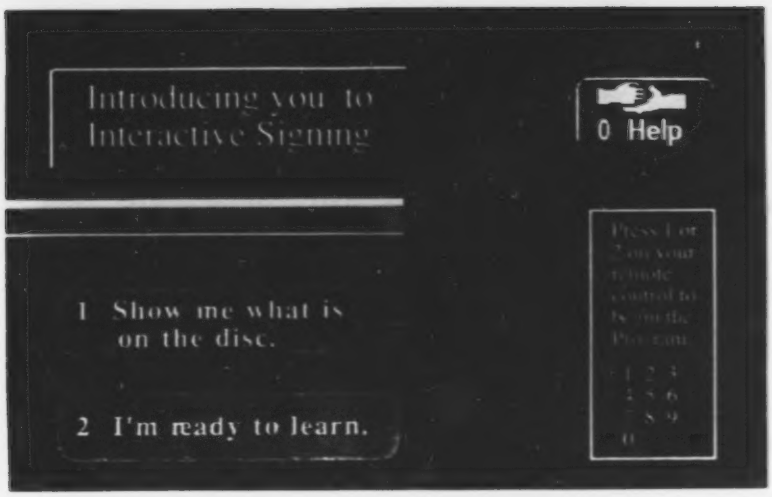

Figure 5: Initial option menu

The Tour Menu (see Figure 7 on the next page) provides learners with the option of going to an introductory module that explains the elements of the program, or, they can choose the Main Menu to begin a specific instructional module (see Figure 6).

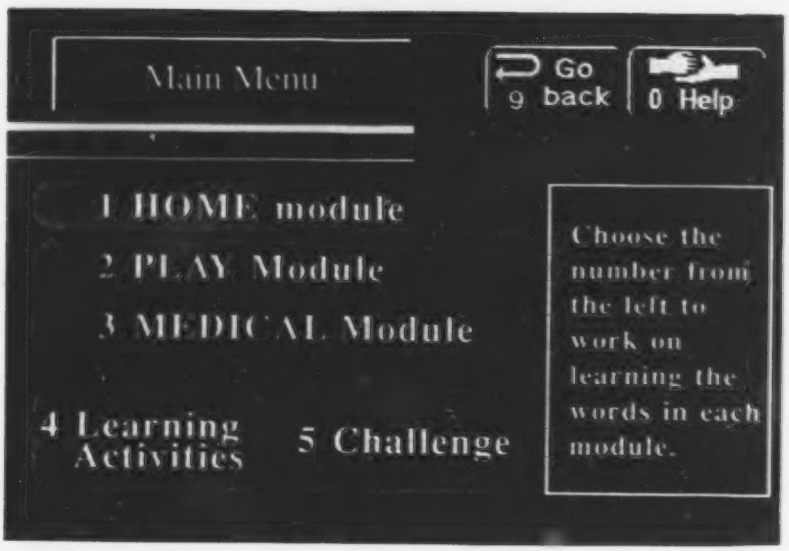

Figure 6: Main Menu

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Selections made in either of these menus are equivalent to "zooming in" for a closer look at the specified content. For example, within the Home Module or What is Help menus it's possible to "zoom in" even further to view their individual selections. The Home Module Menu (see Figure 7) allows the learner to view the content first in sentence pairs, then in individual sentences, and finally at the individual word level.

It is always possible to back out of a series of menu choices by selecting "Go Back" until you eventually return to the originating "wide-angle" menu.

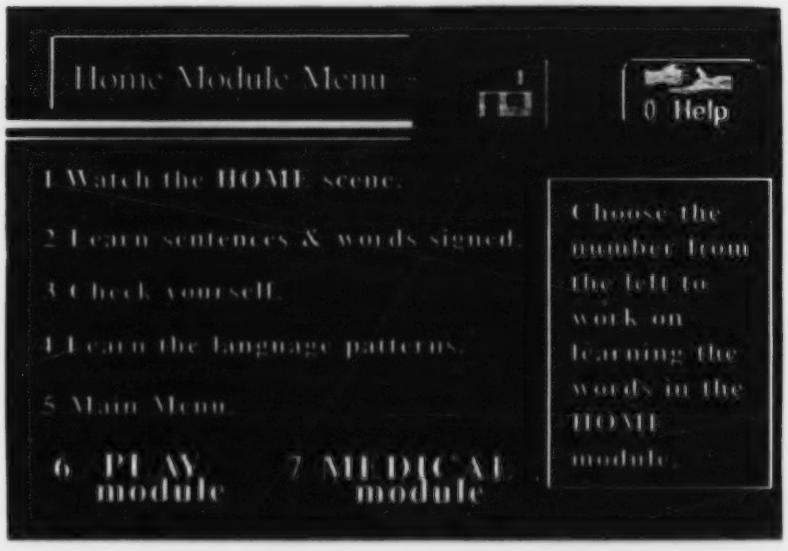
Home Module Menu
0 Help
1 Watch the HOME scene.
2 Learn sentences & words signed.
3 Check yourself.
4 Learn the language patterns.
5 Main Menu.
6 PLAY module
7 MEDICAL module
Choose the number from the left to work on learning the words in the HOME module.

Figure 7: Home Module Menu

Tour of the Disc. At the initial program menu the teacher and/or the student may choose to view the Tour This Disc Menu to obtain a quick overview of the interactive videodisc contents and get an initial familiarization and understanding of the major options. Figure 8 displays the available menu options.

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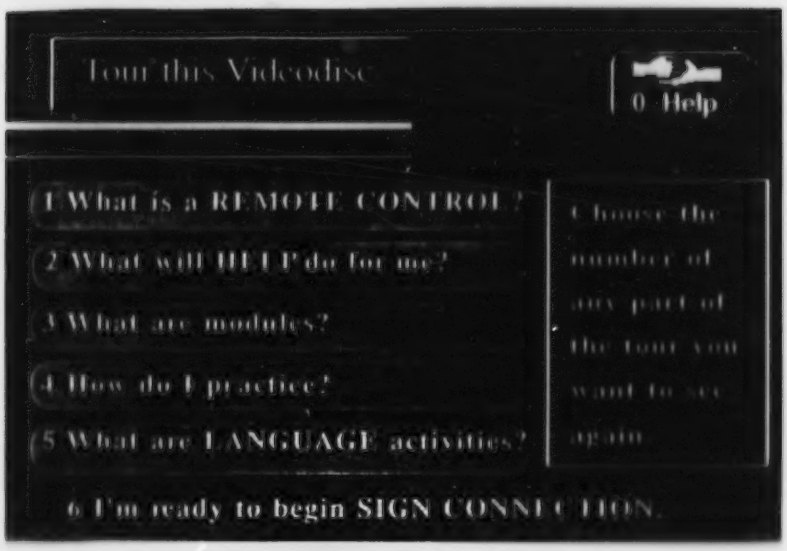
Tour this Videodisc
0 Help
1 What is a REMOTE CONTROL?
2 What will HELP do for me?
3 What are modules?
4 How do I practice?
5 What are LANGUAGE activities?
6 I'm ready to begin SIGN CONNECTION.

Figure 8: Tour Menu

V. Classroom Set-up:

Physical set-up. The equipment required to set up and operate The **Sign Connection** takes little space. However, certain factors should be kept in mind when selecting the work area, including:

*The system should not be placed where sun glare on the screen will interfere with image visibility.

*Check power supply availability beforehand to avoid having to use extension cords.

*Keep the system away from direct heat sources.

Student configurations. This learning package has been designed to accommodate the following learner configurations:

- individual learners
- pairs of hearing learners
- pairs of deaf learners
- mixed pairs of hearing and deaf learners
- combinations of three learners

Besides for the classroom, these learner configurations (Figures 9, 10,

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Figure 9: individual

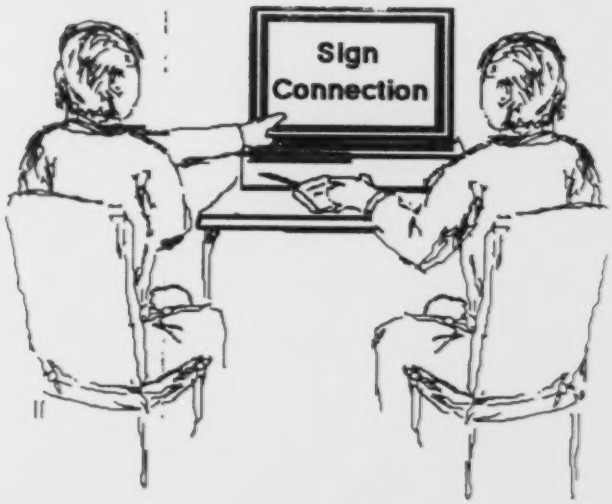


Figure 10: Combinations of pairs

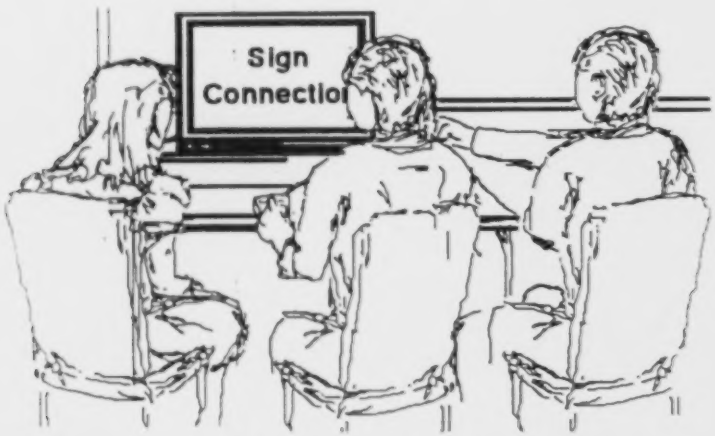


Figure 11: Combinations of three learners

and11) can also occur at home (Figure12), in the library (Figure13), or for that matter in any public service center.

Interactive programs provide individual learners with the type of one-on-one instruction usually available only from a tutor. Pairs of learners receive the benefits of this kind of one-on-one instruction and also receive additional feedback and input from practicing and processing the signs together.

Figure 12: Home

Figure 13: Library

Performance checklist. A performance checklist master is available in Appendix 2. This checklist can be duplicated by the teacher for students to use when testing each other for correct sign execution and understanding.

Either the teacher or one member of a student pair may use the checklist to determine the correctness of the signing skill of the performer. The checklist includes an alphabetized list of photos depicting correct signing and the specific rules. More detailed directions are provided with the checklist in Appendix 2. It is recommended that the checklist be used for two major activities:

* student practice

*for you (the teacher), to assess whether the student has successfully learned to sign a particular word or sentence.

The items included in the Performance Checklist, test for learner ability to sign a word or sentence. There are many additional test items distributed throughout the disc that learners are asked to respond to, that provide them with feedback regarding how well

they understood what was being taught, and their ability to understand the signing of others.

Communication. On a social level the **Sign Connection** opens up lines of communication between hearing and deaf students. A vignette is presented in the **Orientation Videotape**, accompanying the videodisc, that depicts a hearing child, Duane, who dreams of waking up in a world where everyone but him signs, and in a world, therefore, where he is unable to understand anyone. Duane experiences the natural frustrations emanating from such a condition. Our collective efforts are aimed at achieving an understanding of the communication environment of deaf individuals and ways to facilitate greater access for those who rely on signs for communicating with others. It is hoped that education will foster the conditions that will enable hearing and deaf individuals to communicate effectively. The instruction provided through the **Sign Connection** contributes to that goal.

For further information about the Sign Connection Videodisc program, contact:

Director of Marketing
Instructional Media Center
Division of Marketing
Michigan State University
East Lansing, MI 48824

VI. Appendicies

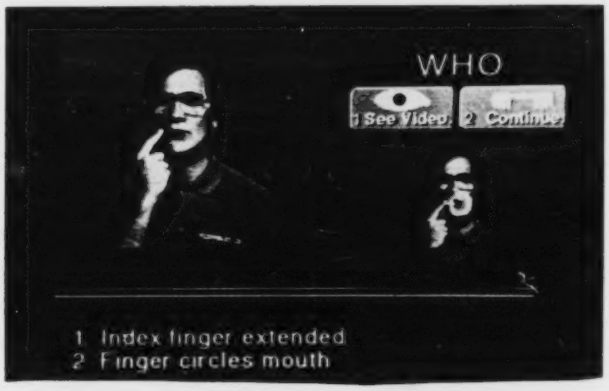
Appendix 1: Performance Checklist Directions

Directions for using Signing Performance Checklist

The performance checklist is used to evaluate a learner's skill in fingerspelling letters, words, and in signing complete sentences. It uses the same pictures and criteria, or rules, that are presented in the videodisc lesson.

An evaluator using the checklist would ask a learner to "Please sign _____." The blank space in the direction would be filled in with the particular letter, word, or sentence to be signed.

For example, the picture in Test Item 85 of the Signing Performance Checklist (presented below) demonstrates how to sign **"Who."** Included in the picture are the two criteria or rules for signing "Who" correctly:



At the bottom of each picture are spaces for the evaluator to indicate whether the learner has signed a letter, word, or sentence according to the rules listed in the picture or not. In the example just mentioned, it looks like this:

1. ____, 2. _____

If the learner had met rule 1 Satisfactorily, the evaluator would write in an "S" in the space after 1, if on the other hand rule 2 was

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met Unsatisfactorily, then the evaluator would write a "U," as indicated below:

1. S , 2. U ,

We recommend that you consider using the Signing Performance Checklist in three ways:

1. As a quick reference for you the teacher.

2. As a check used by learners during Signing practice

3. As a tool for you to determine the degree to which learners have met the program objectives.

Appendix 2: Performance Checklist Master

Signing Performance Checklist

Learner: _____
Evaluator: _____
Date: _____
Items Missed: _____
_____
_____
_____
_____

Directions for Evaluator: In the appropriate blank space under the picture of each test item, mark "S" for any rule met satisfactorily and "U" , for each rule missed. Begin each of the test item by asking the learner to:

"Please sign _____(letter, word, or sentence from program)_____."

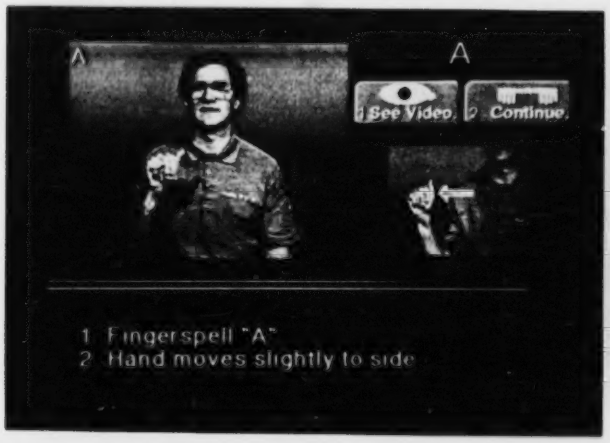
At the end of the checklist, use the following format to write the missed test item number in the space at the top of this sheet: the test item number followed by a dash, followed by any rules missed for the item. For example, if in test item 14, the learner met rule 1 satisfactorily, but not rule 2, then you would write in 14-2. If all three rules for item 30 were missed, you would write 30-1&2&3.

Items Missed: 14-2
30-1 & 2& 3,
_____
_____
_____

If the test is being given for practice purposes, it is helpful to give feedback to the learner after each item, and to repeat as needed.

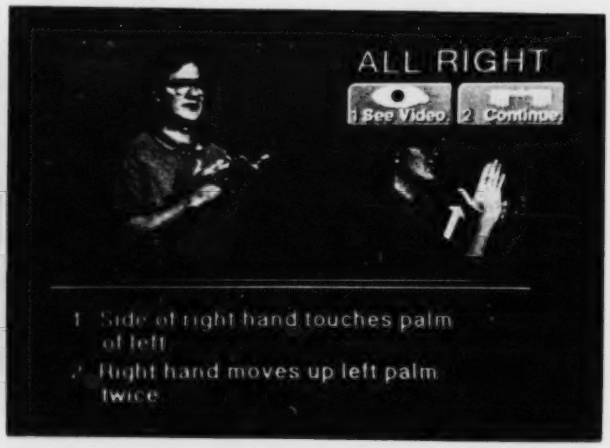
If you are ready to give the test, fill in the data above, describe the procedure to the learner, and begin by asking the learner: "Please sign _____."

Test Item 1



1._____. 2._____.

Test Item 2



1._____. 2._____.

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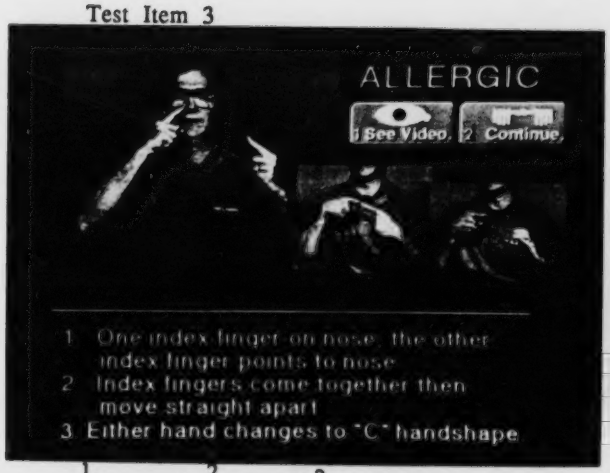
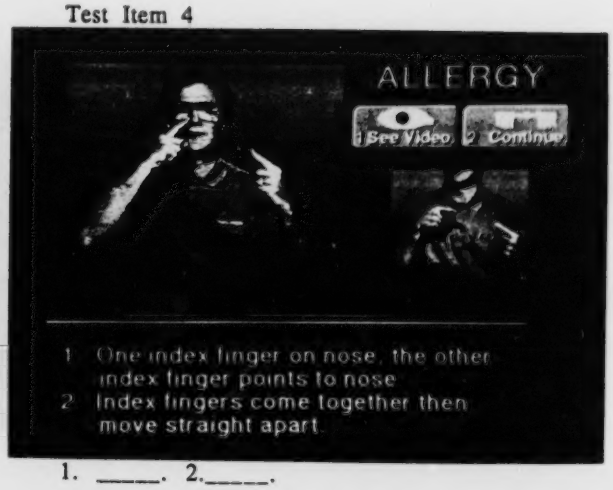
SIGNING PERFORMANCE CHECKLIST

Test Item 3


ALLERGIC
1 See Video, 2 Continue
1 One index finger on nose, the other index finger points to nose
2 Index fingers come together then move straight apart
3 Either hand changes to "C" handshape

1. _____. 2._____. 3._____.

Test Item 4

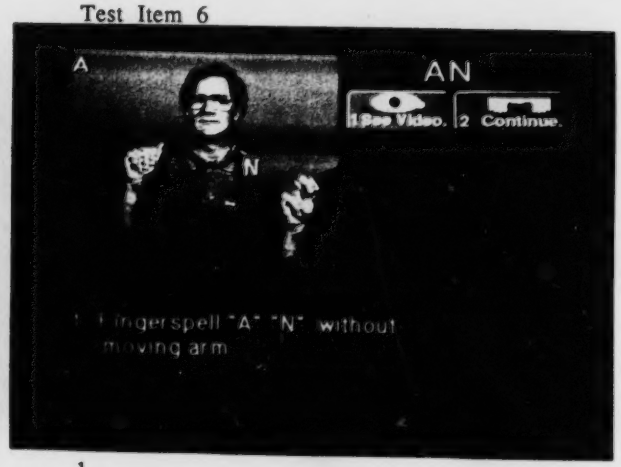

ALLERGY
1 See Video, 2 Continue
1 One index finger on nose, the other index finger points to nose
2 Index fingers come together then move straight apart

1. _____. 2._____.

Test Item 5

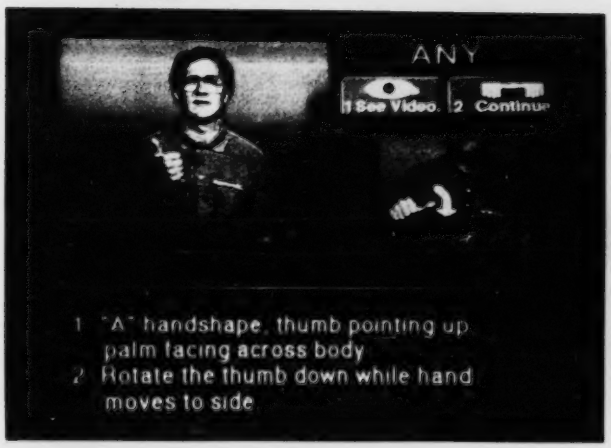
1. _____.

Test Item 6



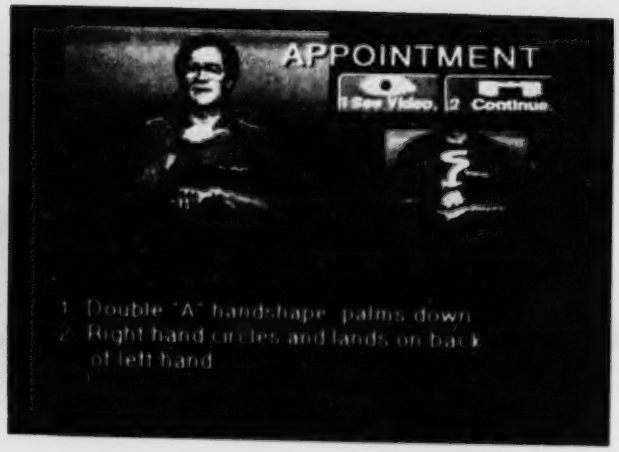
1. _____.

Test Item 7


ANY
1 See Video, 2 Continue
1 "A" handshape, thumb pointing up palm facing across body
2 Rotate the thumb down while hand moves to side

1. _____. 2._____.

Test Item 8



1. _____. 2._____.

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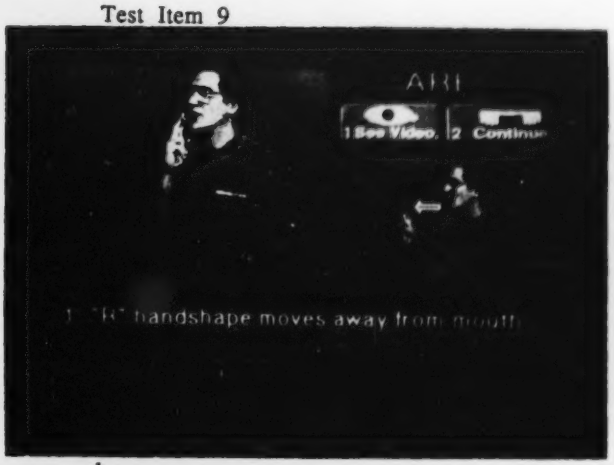
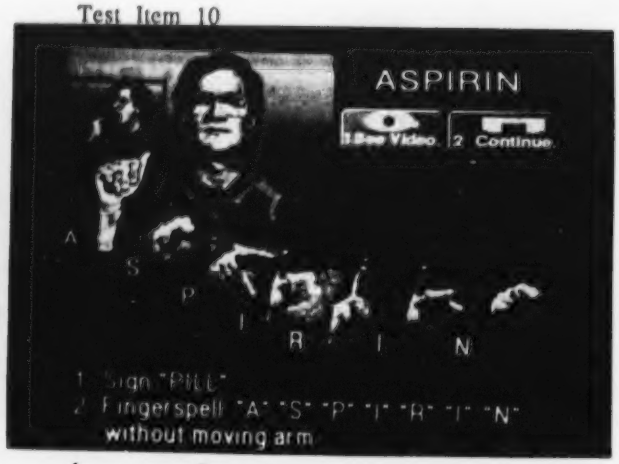
SIGNING PERFORMANCE CHECKLIST

Test Item 9



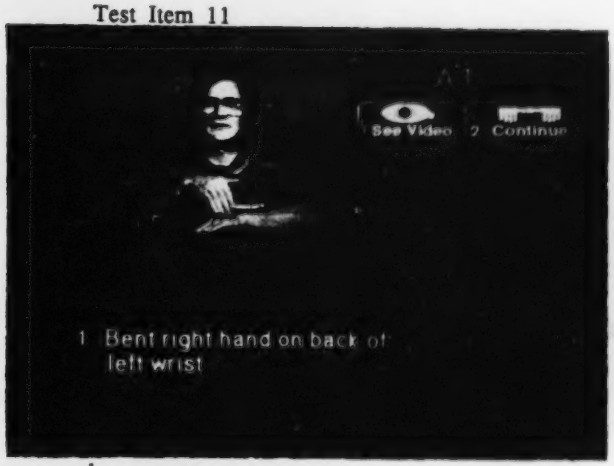
1. _____

Test Item 10



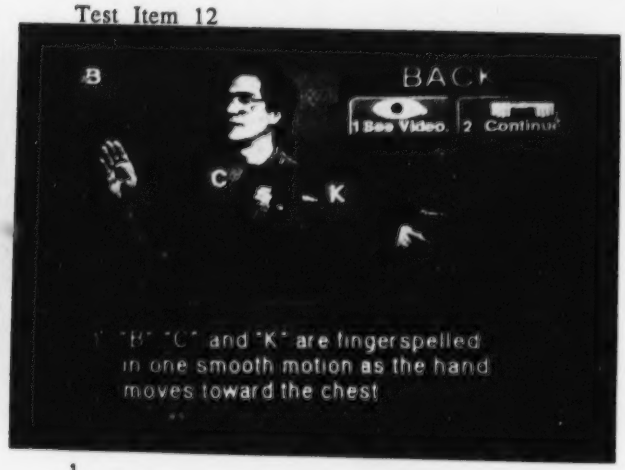
1. _____. 2._____.

Test Item 11



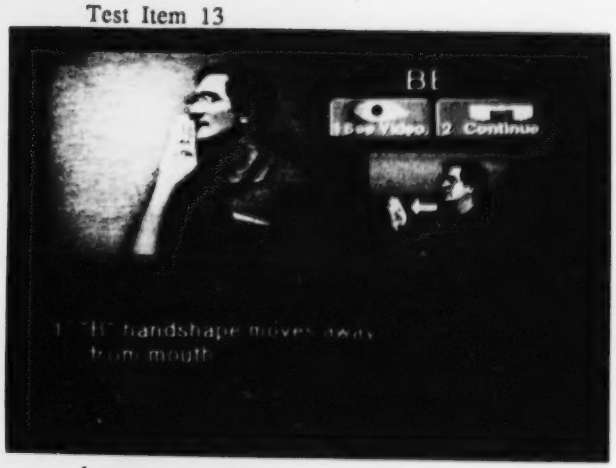
1. _____

Test Item 12



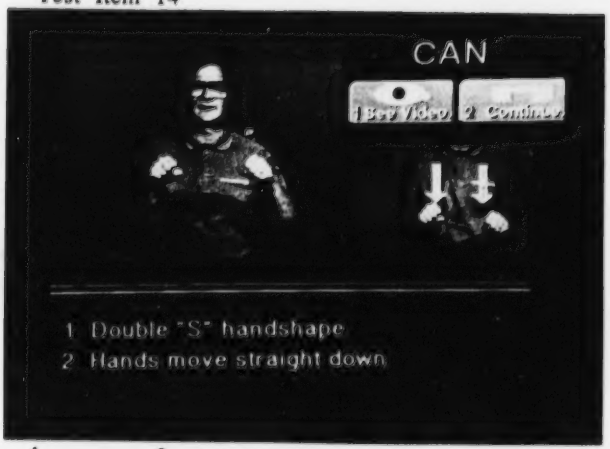
1. _____

Test Item 13



1. _____

Test Item 14



1. _____. 2._____

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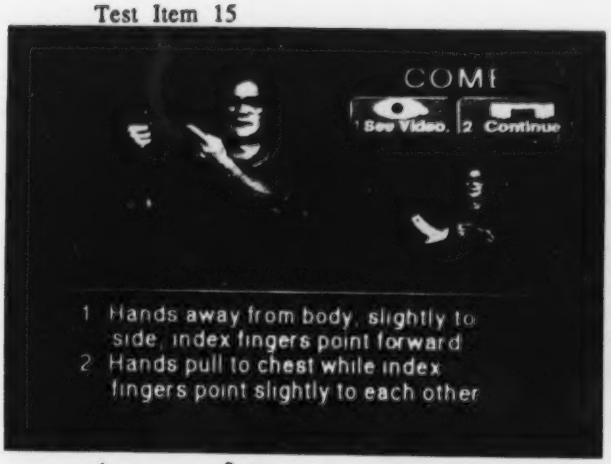
1 - 3

SIGNING PERFORMANCE CHECKLIST

Test Item 15

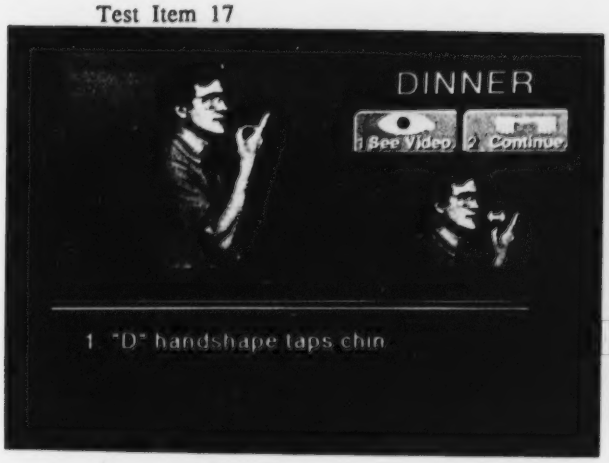

COME
1 See Video.
2 Continue
1 Hands away from body, slightly to side, index fingers point forward
2 Hands pull to chest while index fingers point slightly to each other

1. _____. 2._____.

Test Item 16

1. _____

Test Item 17



1. _____

Test Item 18

1. _____

Test Item 19

1. _____. 2._____.

Test Item 20

1._____.2._____.

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SIGNING PERFORMANCE CHECKLIST

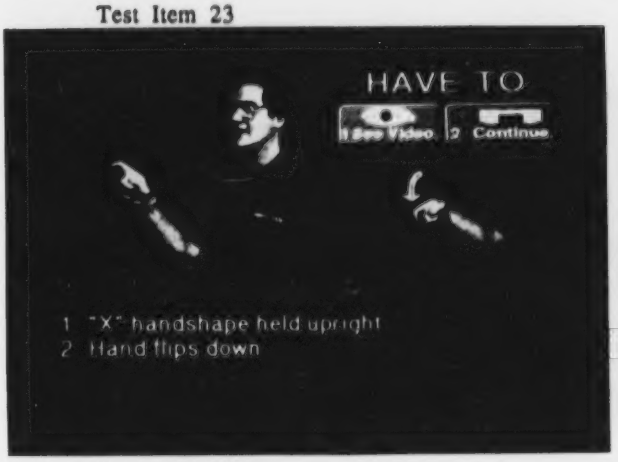
Test Item 21

1. _____

Test Item 22

1. _____. 2._____.

Test Item 23



1. _____. 2._____.

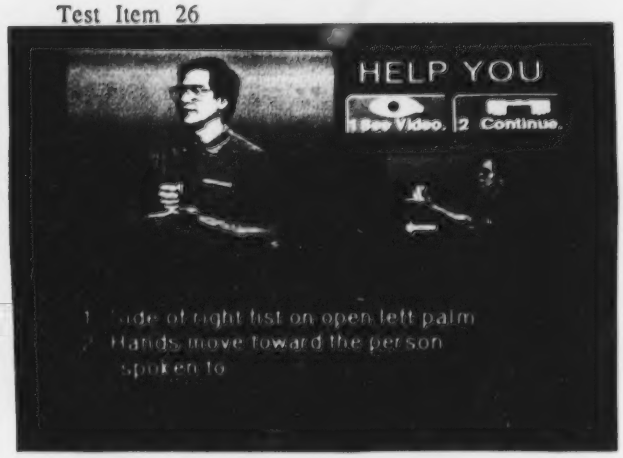
Test Item 24

1. _____. 2._____.

Test Item 25

1. _____. 2._____.

Test Item 26



1._____.2._____.

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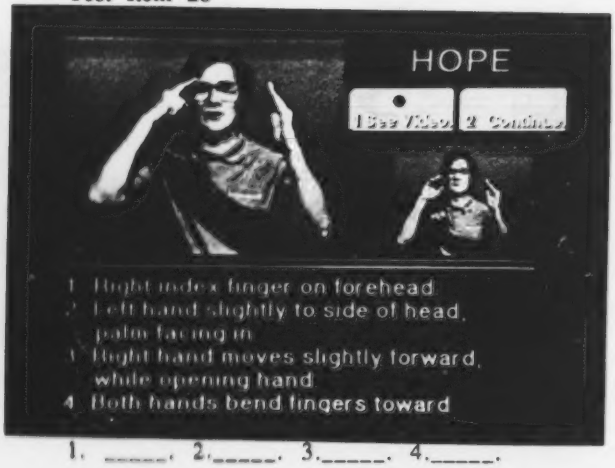
Test Item 27

1. _____

Test Item 28


HOPE
1 Right index finger on forehead
2 Left hand slightly to side of head, palm facing in
3 Right hand moves slightly forward, while opening hand
4 Both hands bend fingers toward

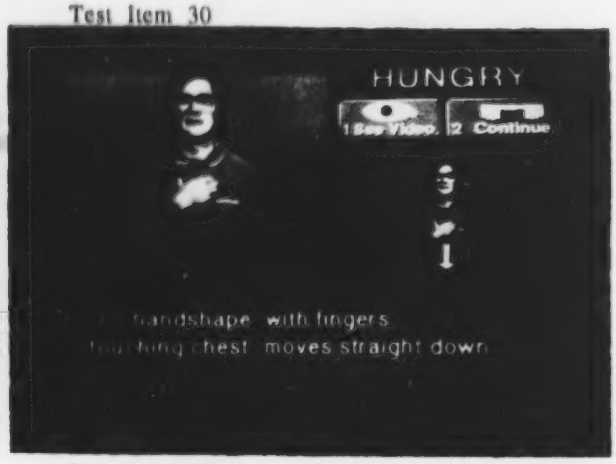
1. _____. 2._____. 3._____. 4._____.

Test Item 29

HOW
1 See Video
2 Continue
1 Hands together, palms facing down
2 Flip hands while keeping the fingertips together
3 End with palms up

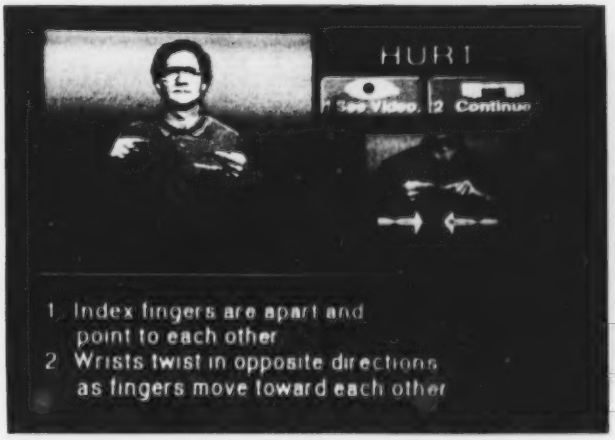
1. _____. 2._____. 3._____.

Test Item 30



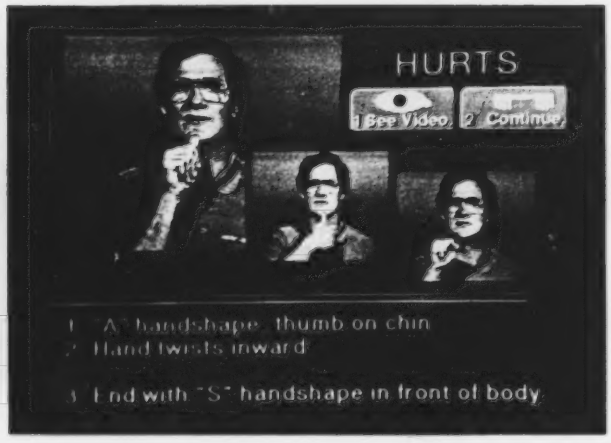
1. _____.

Test Item 31


HURT
1 See Video
2 Continue
1 Index fingers are apart and point to each other
2 Wrists twist in opposite directions as fingers move toward each other

1. _____. 2._____.

Test Item 32



1. _____. 2._____. 3._____.

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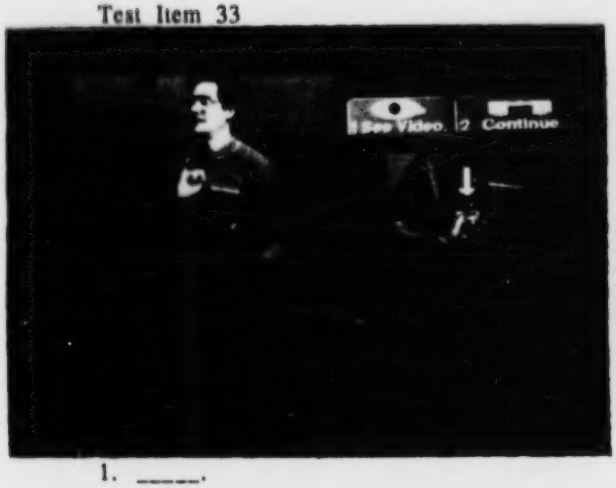
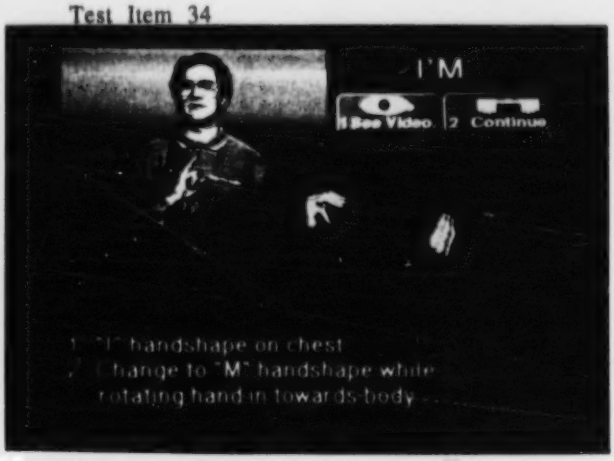
Test Item 33



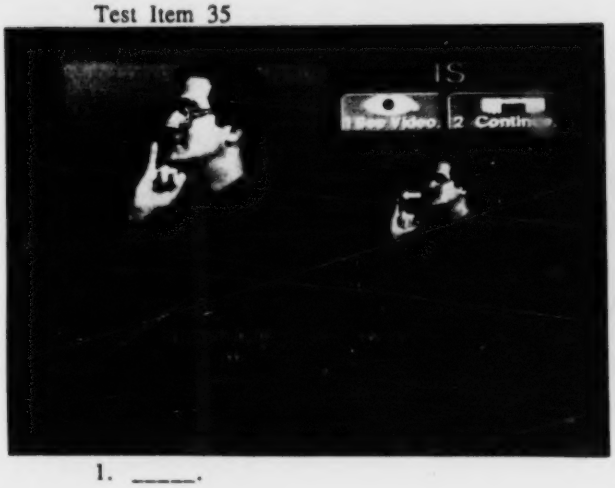
1. _____.

Test Item 34



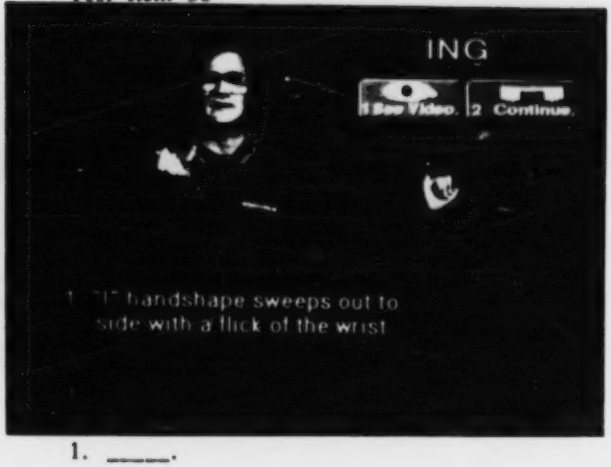
1. _____. 2._____.

Test Item 35



1. _____.

Test Item 36



1. _____.

Test Item 37

LATER
1 See Video
2 Continue
1 "L" handshape, palm forward in front and to the side
2 Hand flips forward so that index finger points down

1. _____. 2._____.

Test Item 38

1._____.

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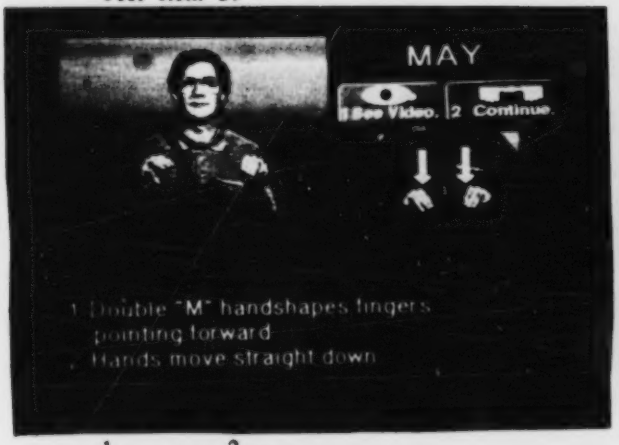
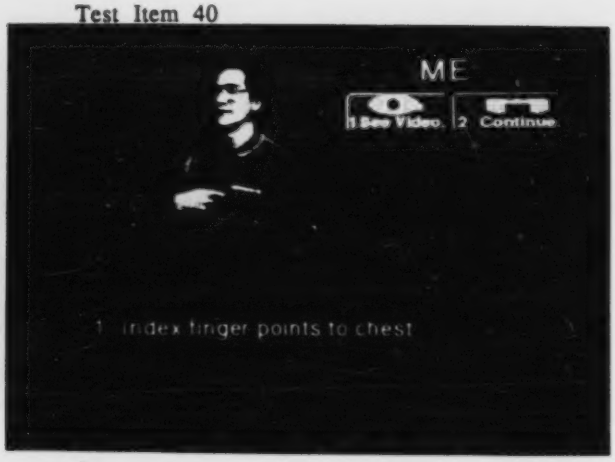
Test Item 39



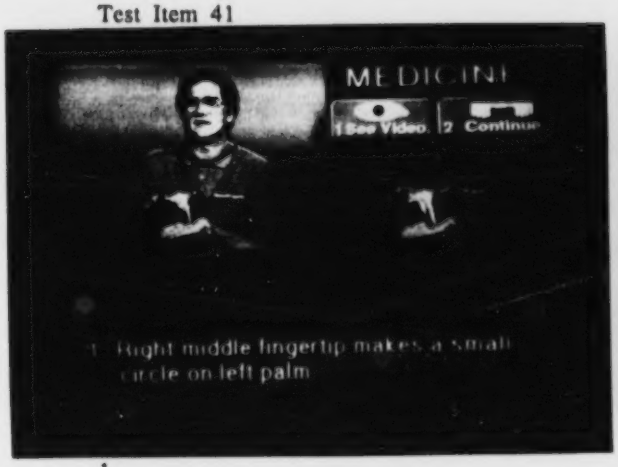
1. _____. 2._____.

Test Item 40



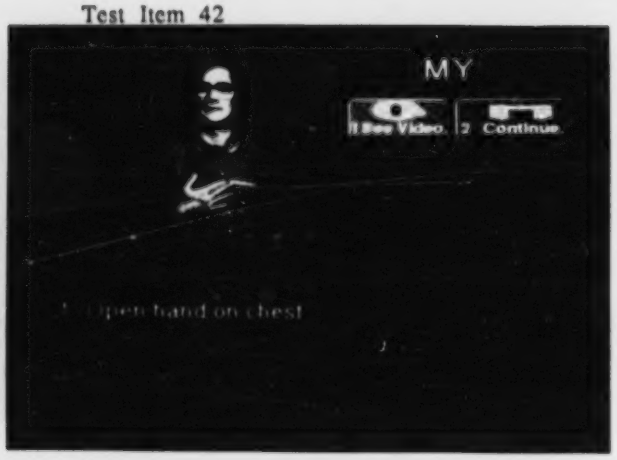
1. _____.

Test Item 41



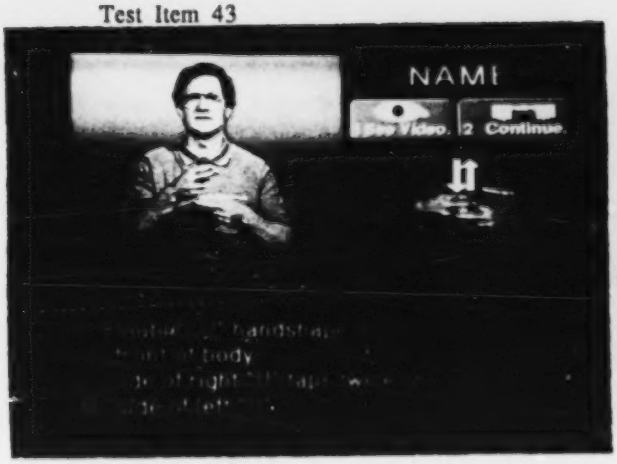
1. _____.

Test Item 42



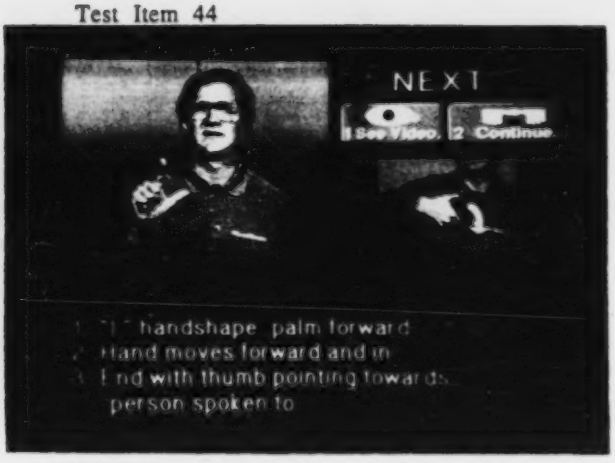
1. _____.

Test Item 43



1. _____. 2._____.

Test Item 44


NEXT
1 See Video.
2 Continue
1. "I" handshape palm forward
2. Hand moves forward and in
3. End with thumb pointing towards person spoken to

1. _____. 2._____. 3. _____.

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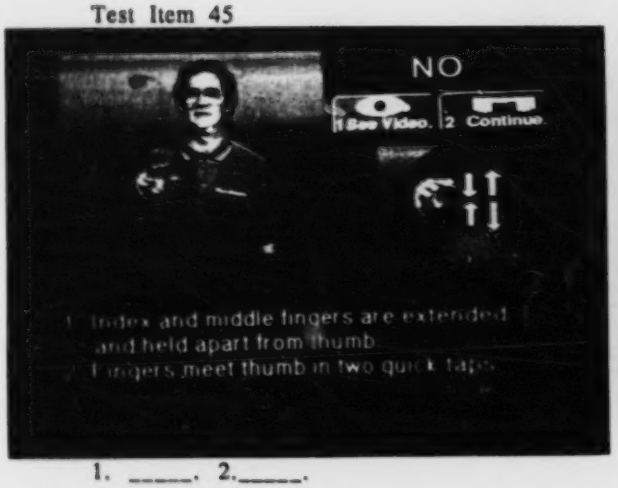
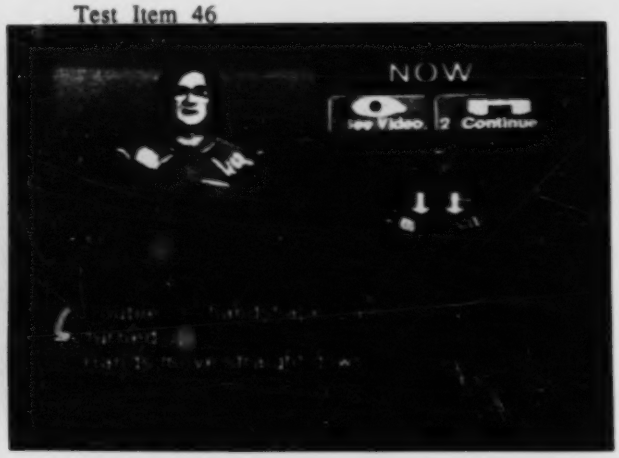
Test Item 45


NO
1 See Video.
2 Continue
1 Index and middle fingers are extended and held apart from thumb
2 Fingers meet thumb in two quick taps

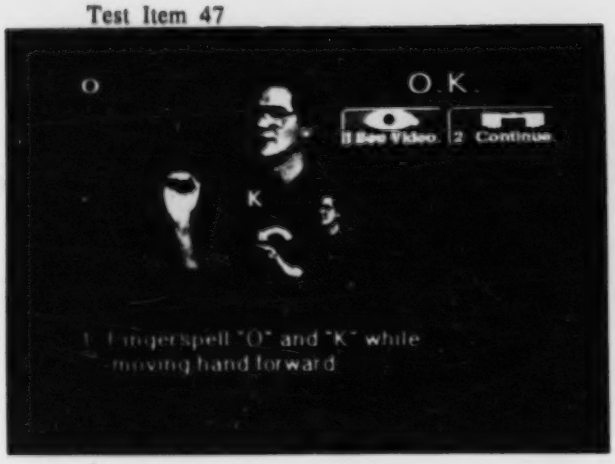
1. _____. 2._____.

Test Item 46



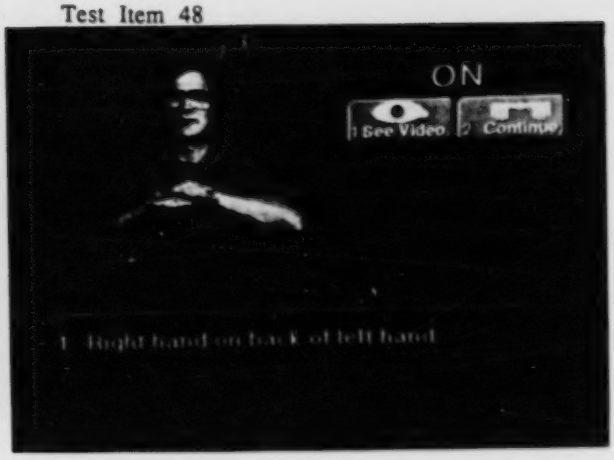
1. _____. 2._____.

Test Item 47



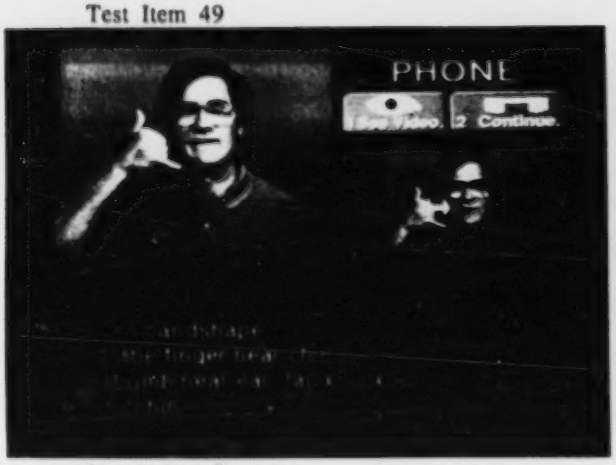
1. _____.

Test Item 48



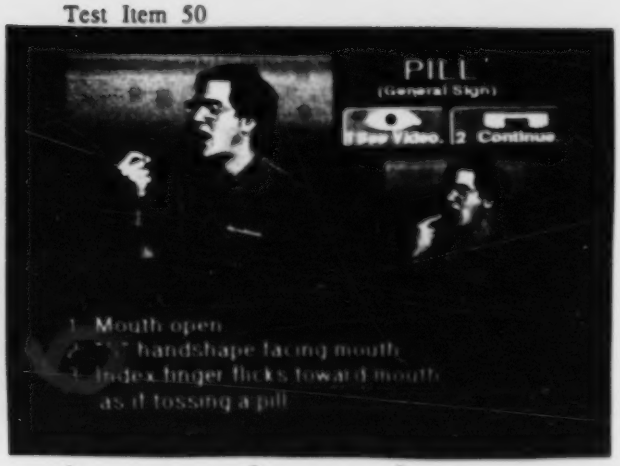
1. _____.

Test Item 49



1. _____. 2._____.

Test Item 50



1. _____. 2._____. 3._____.

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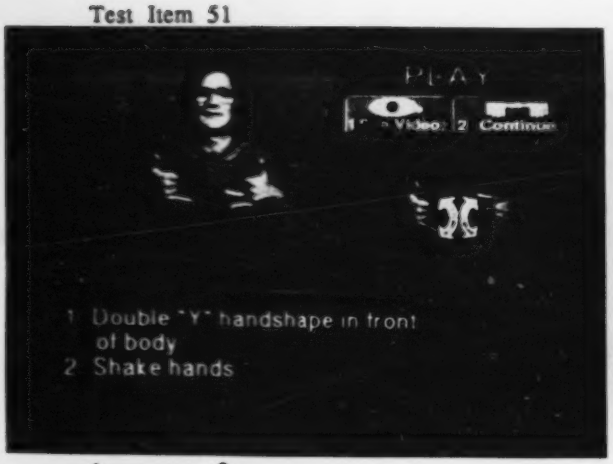
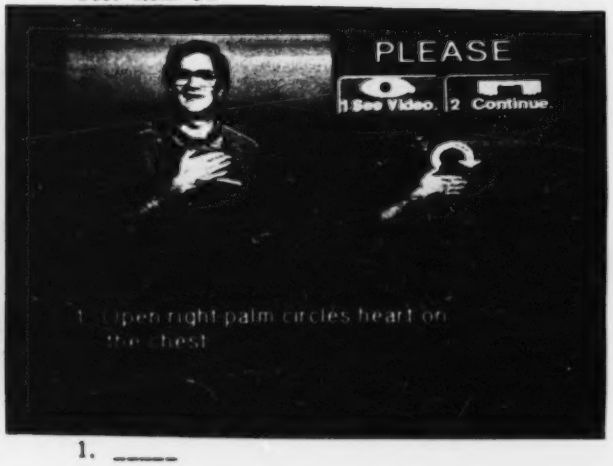
Test Item 51



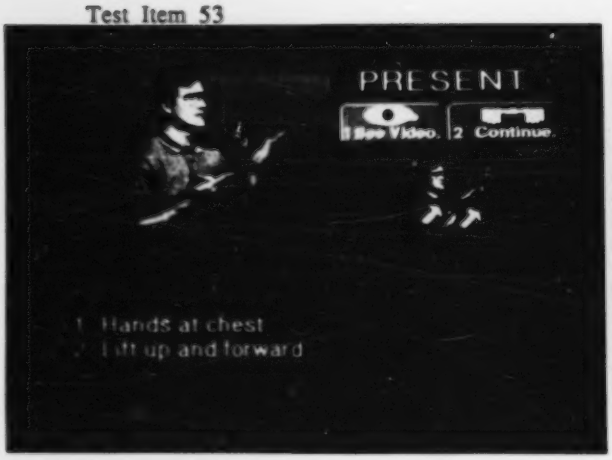
1. _____. 2._____.

Test Item 52



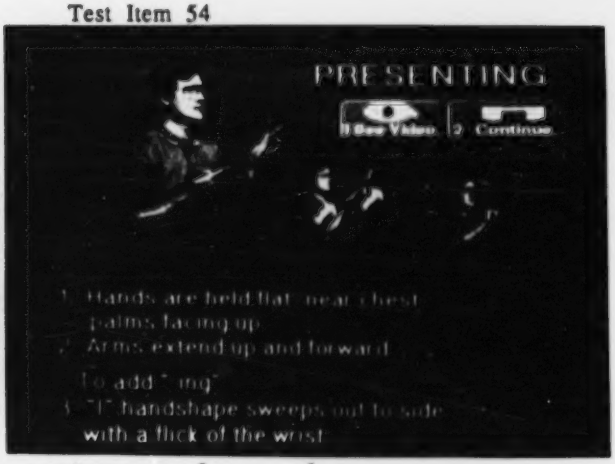
1. _____

Test Item 53



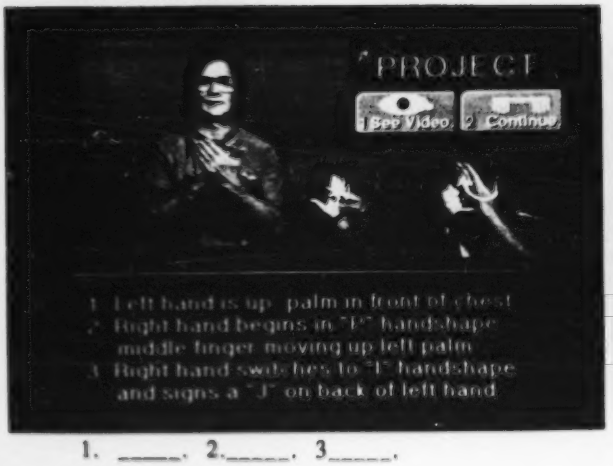
1. _____. 2._____.

Test Item 54


PRESENTING
1 See Video. 2 Continue.
1 Hands are held flat, near chest palms facing up
2 Arms extend up and forward
To add "-ing"
3 "I" handshape sweeps out to side with a flick of the wrist

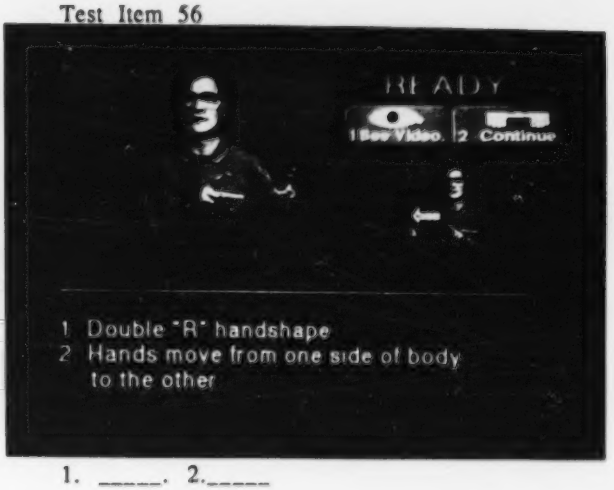
1. _____. 2._____. 3._____..

Test Item 55


PROJECT
1 See Video. 2 Continue.
1 Left hand is up, palm in front of chest
2 Right hand begins in "P" handshape middle finger moving up left palm
3 Right hand switches to "I" handshape and signs a "J" on back of left hand

1. _____. 2._____. 3_____.

Test Item 56



1. _____. 2._____

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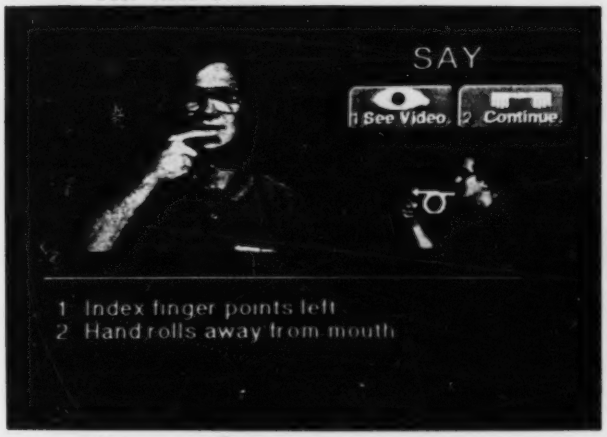
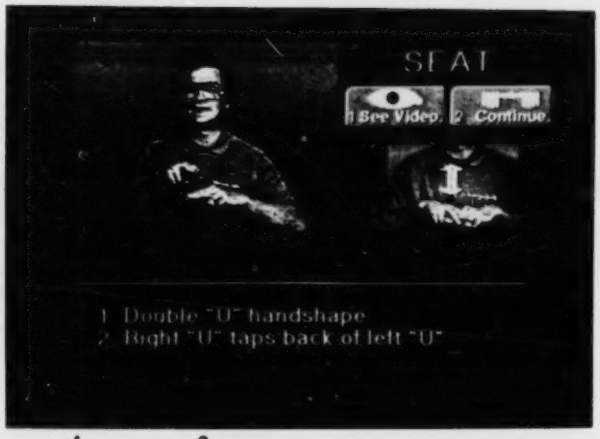
Test Item 57



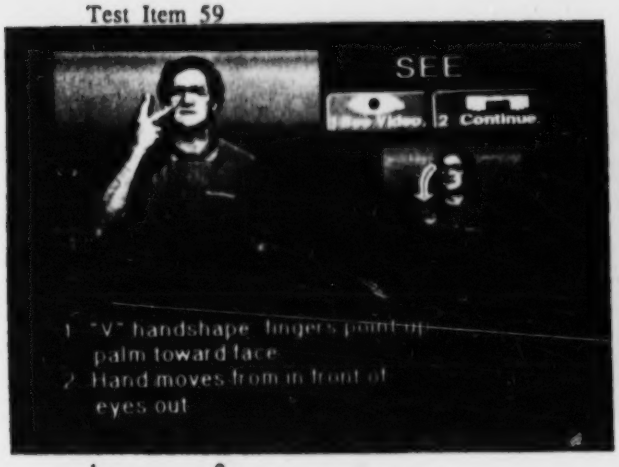
1. _____. 2._____.

Test Item 58



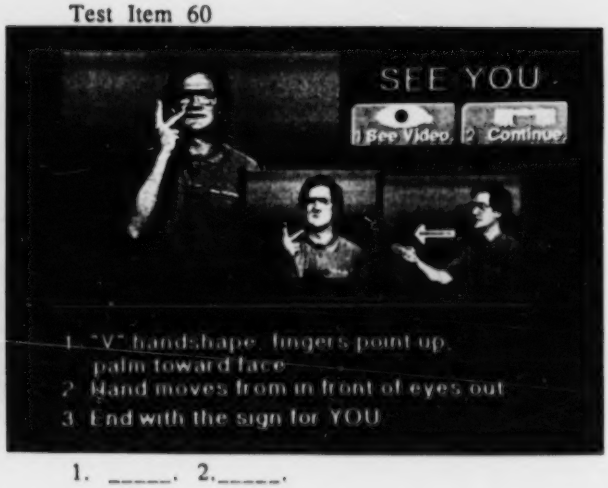
1. _____. 2._____.

Test Item 59



1. _____. 2._____.

Test Item 60

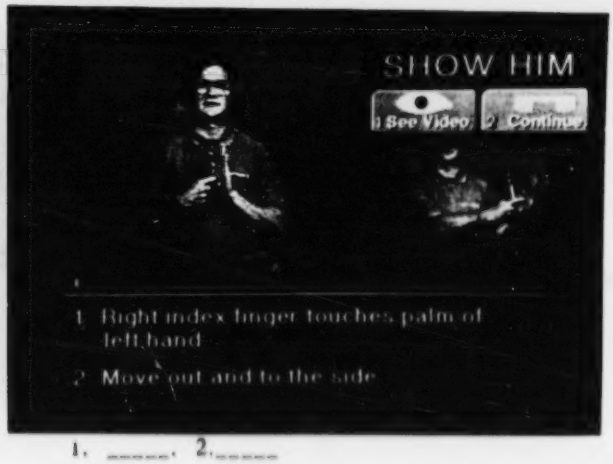

SEE YOU
1 See Video. 2 Continue.
1 "V" handshape, fingers point up, palm toward face
2 Hand moves from in front of eyes out
3 End with the sign for YOU

1. _____. 2._____.

Test Item 61

1. _____. 2._____.

Test Item 62



1. _____. 2._____

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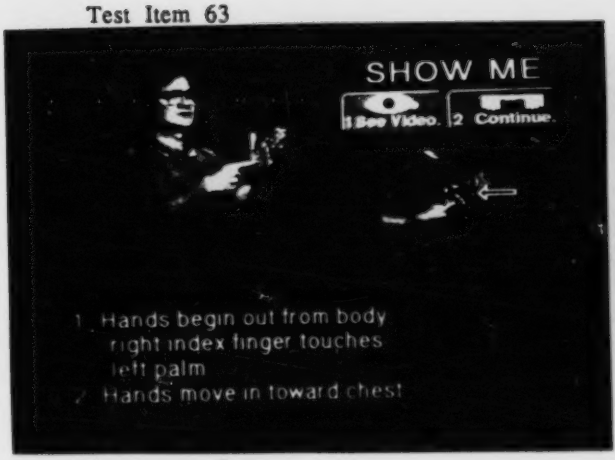
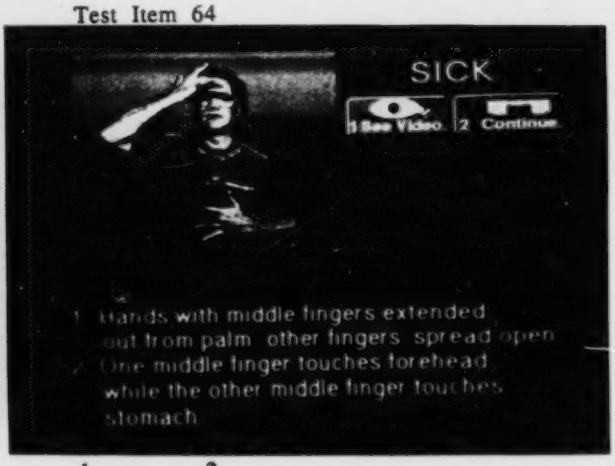
Test Item 63


SHOW ME
1 See Video.
2 Continue.
1 Hands begin out from body right index finger touches left palm
2 Hands move in toward chest

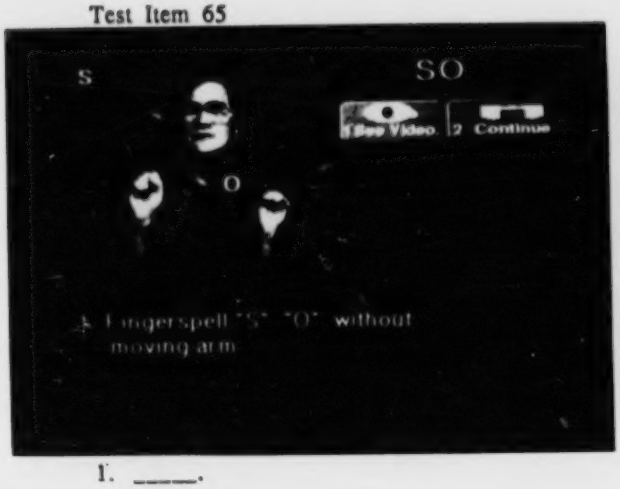
1. _____. 2._____.

Test Item 64


SICK
1 See Video.
2 Continue.
1 Hands with middle fingers extended out from palm other fingers spread open
2 One middle finger touches forehead while the other middle finger touches stomach

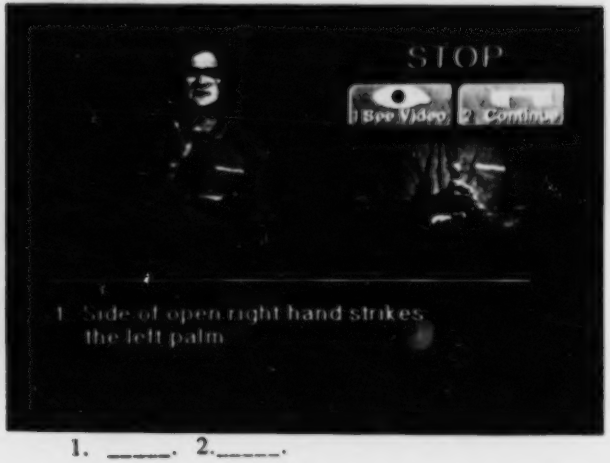
1. _____. 2._____.

Test Item 65



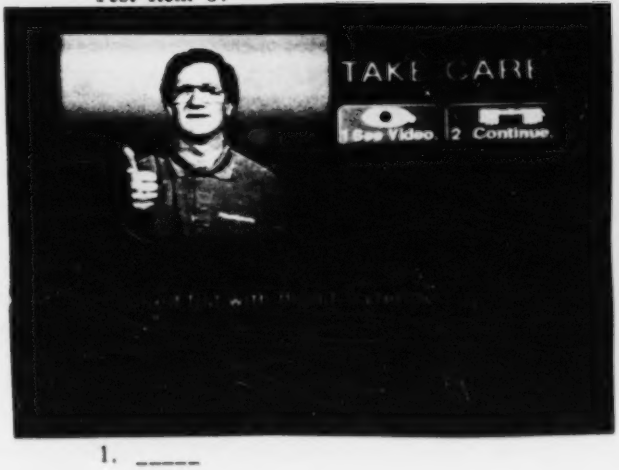
1. _____.

Test Item 66



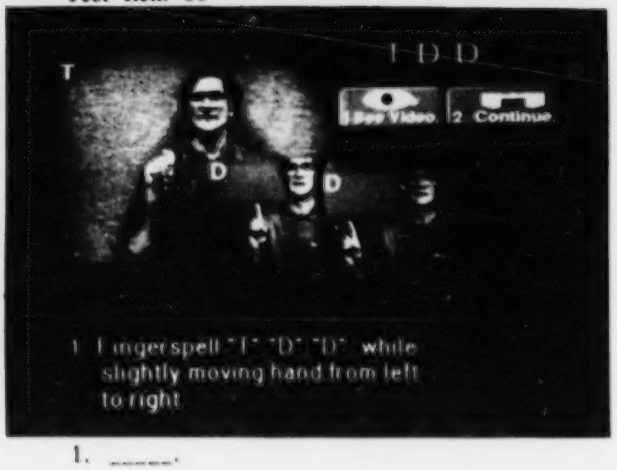
1. _____. 2._____.

Test Item 67



1. _____

Test Item 68



1. _____.

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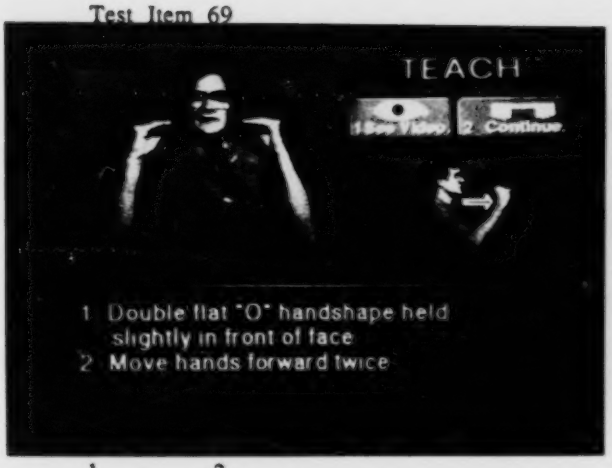
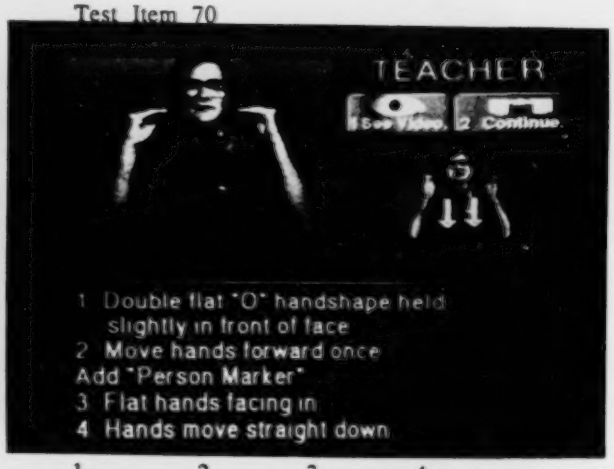
Test Item 69



1. _____. 2._____.

Test Item 70

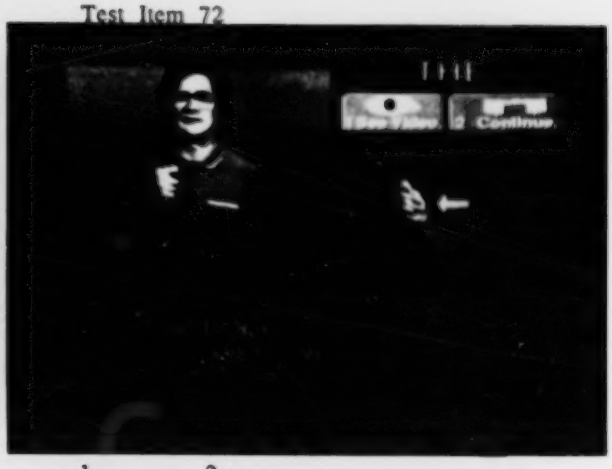

TEACHER
1 Double flat "O" handshape held slightly in front of face
2 Move hands forward once
Add "Person Marker"
3 Flat hands facing in
4 Hands move straight down

1. _____. 2._____. 3._____. 4._____.

Test Item 71

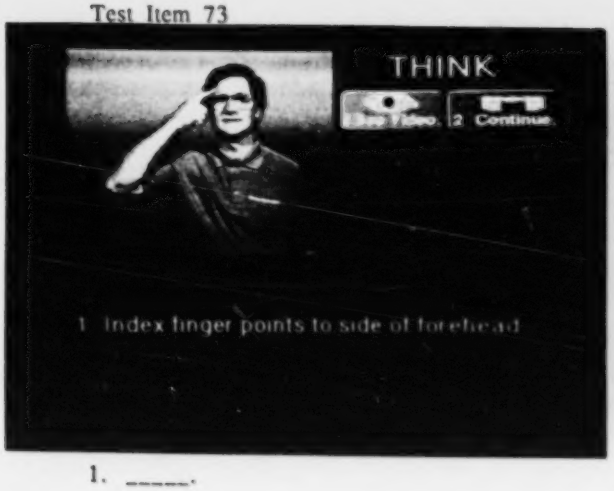
1. _____.

Test Item 72



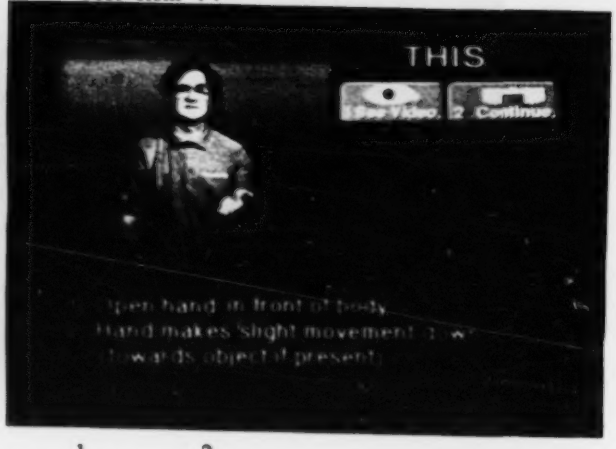
1. _____. 2._____.

Test Item 73



1. _____.

Test Item 74



1. _____. 2._____

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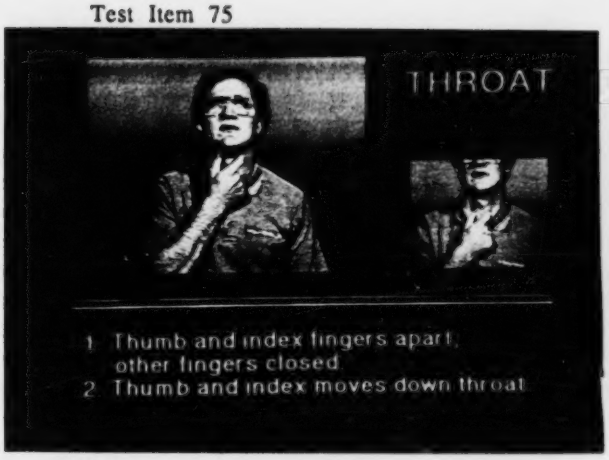
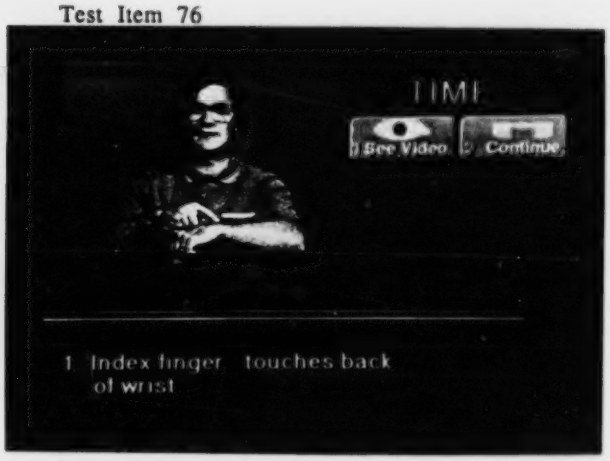
Test Item 75



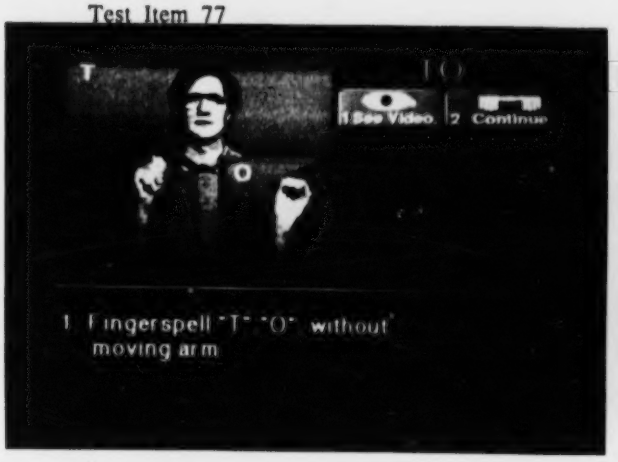
1. _____. 2._____.

Test Item 76



1. _____.

Test Item 77

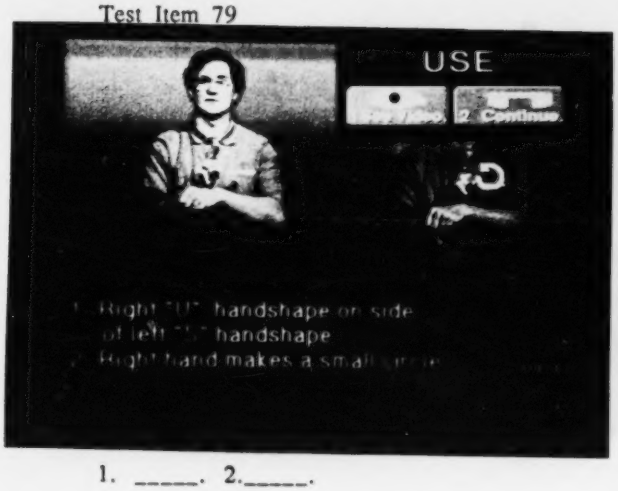


1. _____.

Test Item 78

1. _____. 2._____.

Test Item 79



1. _____. 2._____.

Test Item 80

WANT
1 See Video 2 Continue
1 Hands out in front of body
2 Hands face up, fingers slightly bent
3 Hands move in toward body while fingers bend

1. _____. 2._____.3._____.

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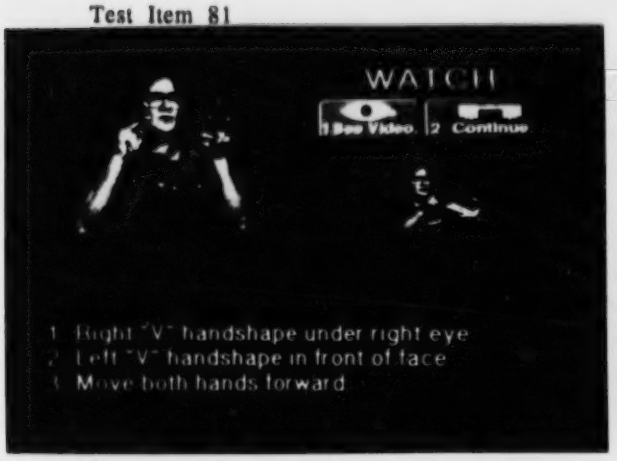
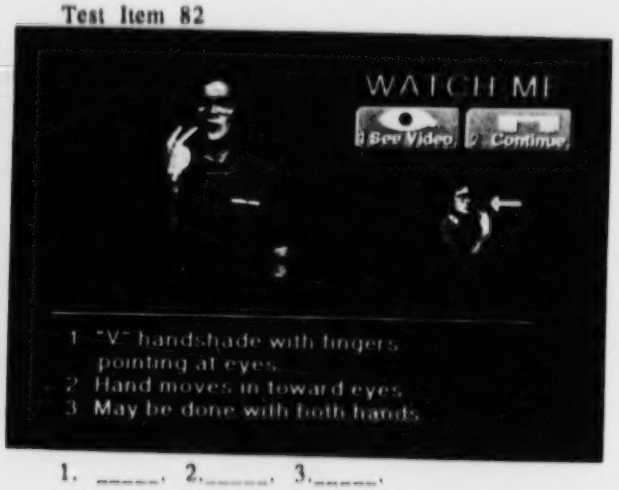
Test Item 81


WATCH
1 See Video
2 Continue
1 Right "V" handshape under right eye
2 Left "V" handshape in front of face
3 Move both hands forward

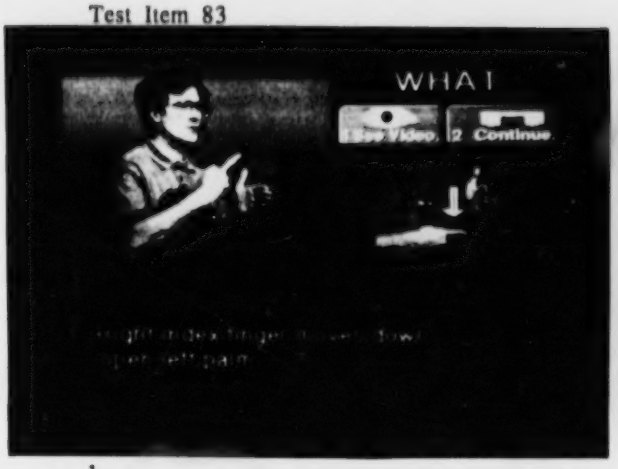
1. _____. 2._____. 3._____..

Test Item 82


WATCH MI
1 See Video
2 Continue
1 "V" handshade with fingers pointing at eyes
2 Hand moves in toward eyes
3 May be done with both hands

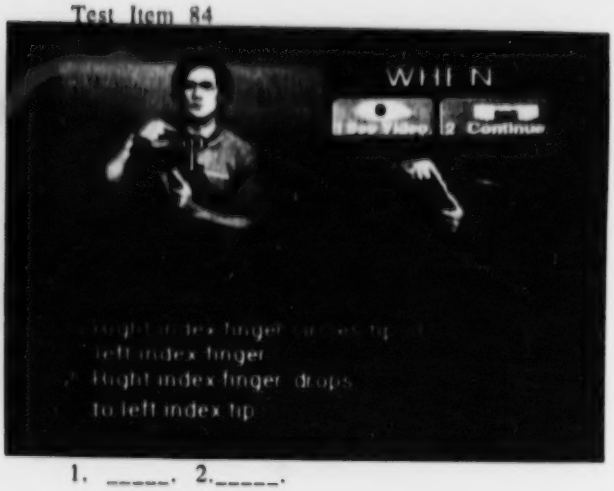
1. _____. 2._____. 3._____.

Test Item 83



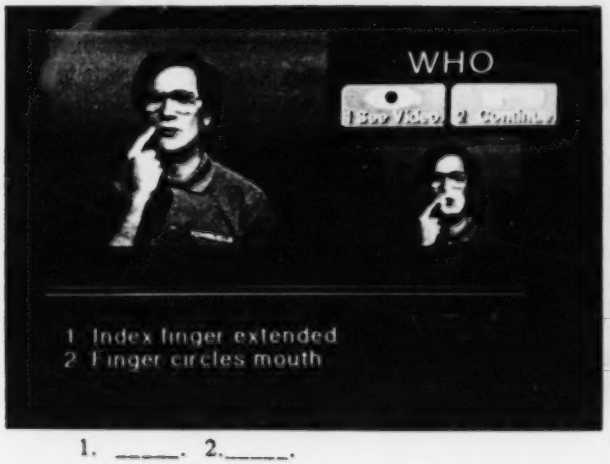
1. _____.

Test Item 84



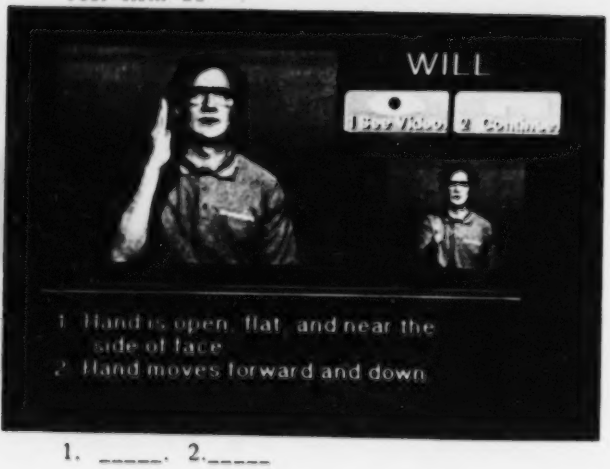
1. _____. 2._____.

Test Item 85



1. _____. 2._____.

Test Item 86



1. _____. 2._____

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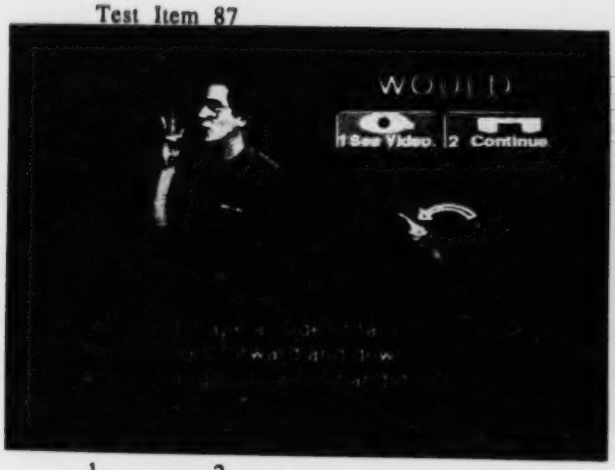
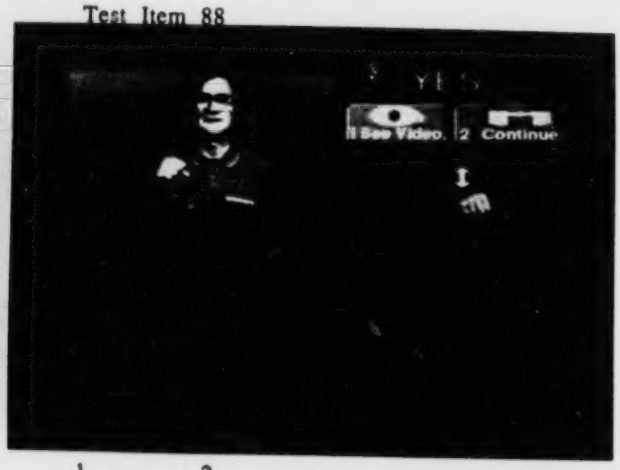
Test Item 87



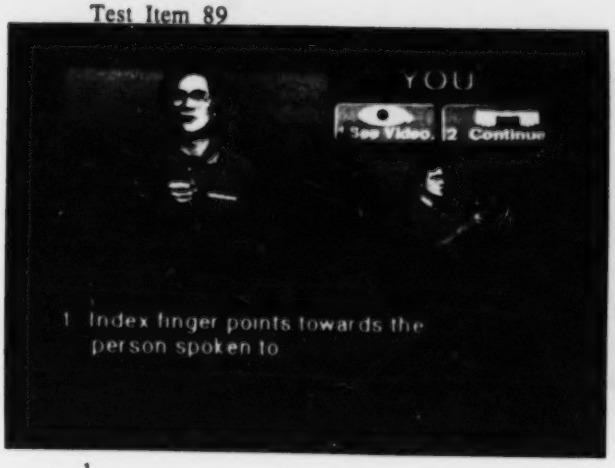
1. _____. 2._____.

Test Item 88



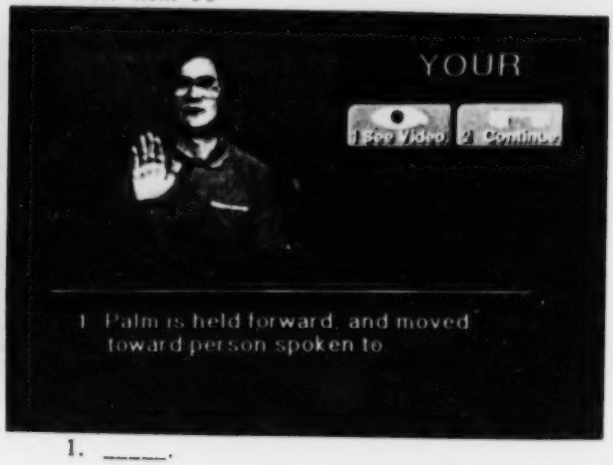
1. _____. 2._____.

Test Item 89



1. _____.

Test Item 90



1. _____.

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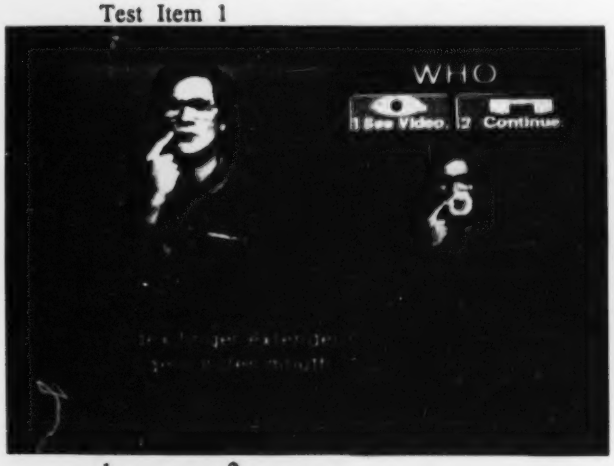
CHECKLIST

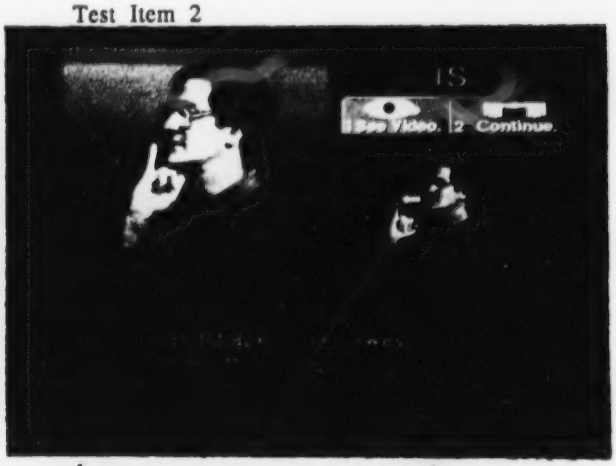
HOME Who is on the phone?

Test Item 1



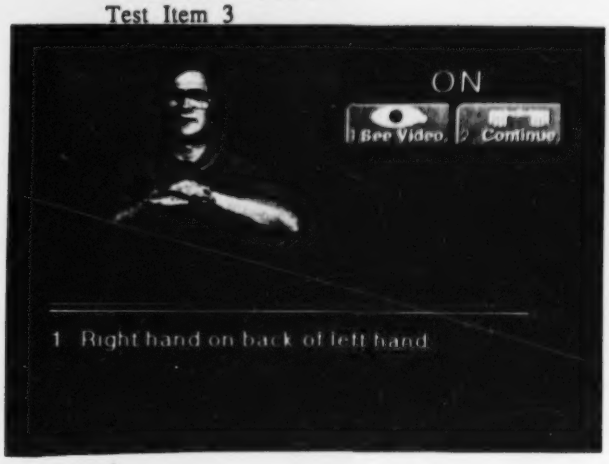
1. ____. 2.____.

Test Item 2



1. _____.

Test Item 3



1. ____.

Test Item 4

1. _____.2. _____.

Test Item 5

1. _____. 2.____.

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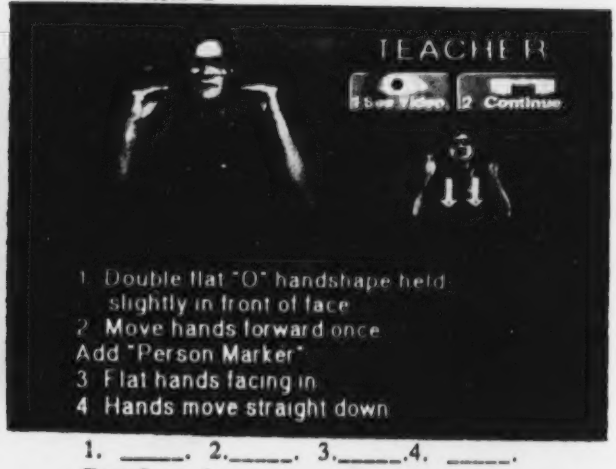
HOME Your teacher is on the TDD.

Test Item 1

1. _____.

Test Item 2


TEACHER
1 See Video 2 Continue
1 Double flat "O" handshape held slightly in front of face
2 Move hands forward once
Add "Person Marker"
3 Flat hands facing in
4 Hands move straight down

1. _____. 2._____. 3._____.4. _____.

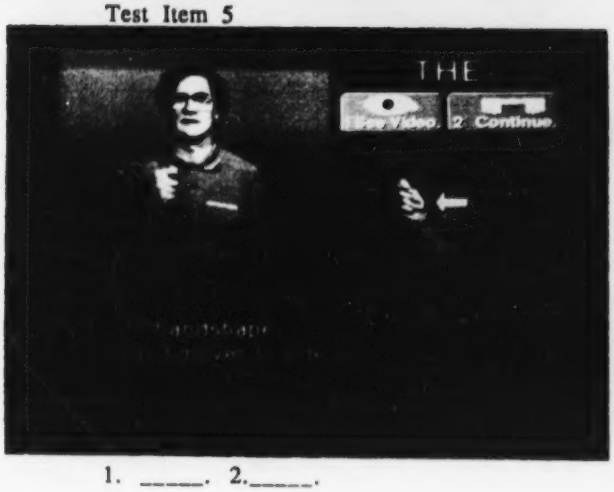
Test Item 3

1. _____.

Test Item 4

1. _____.2. _____.

Test Item 5



1. _____. 2._____.

Test Item 6

1. _____.

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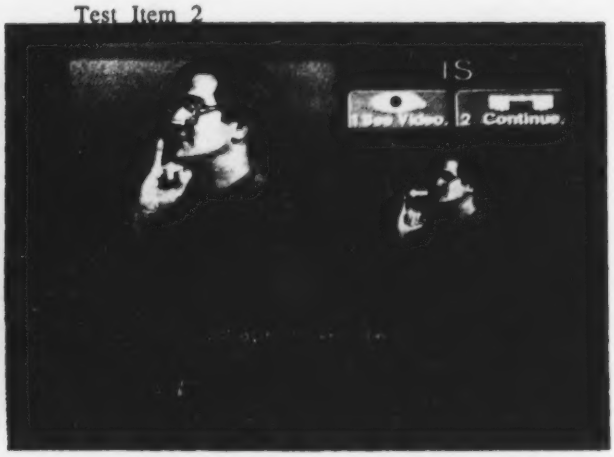
CHECKLIST

HOME When is dinner?

Test Item 1

1. _____. 2._____.

Test Item 2



1. _____.

Test Item 3

1. _____.

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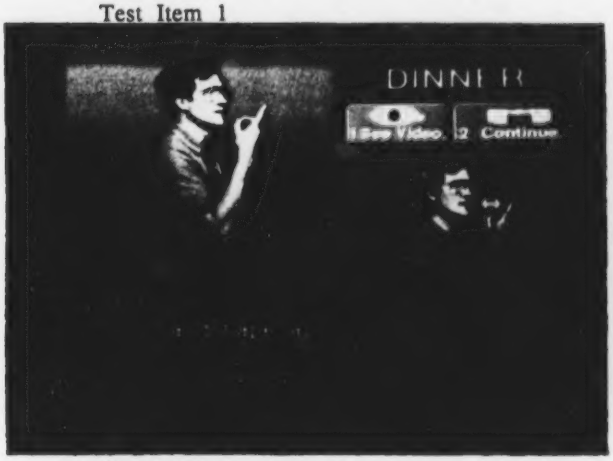
CHECKLIST

HOME Dinner is at 5:00.

Test Item 1

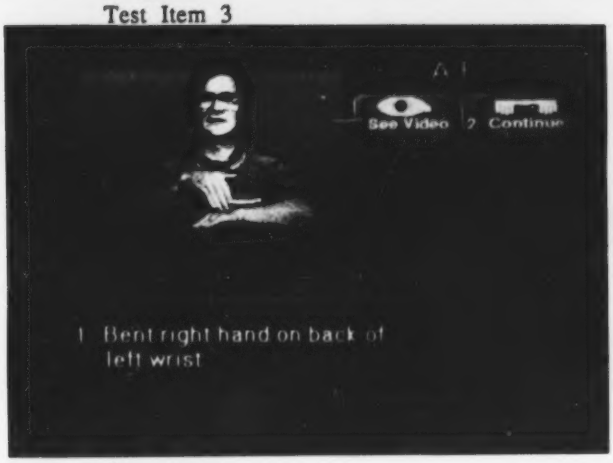


1. _____.

Test Item 2

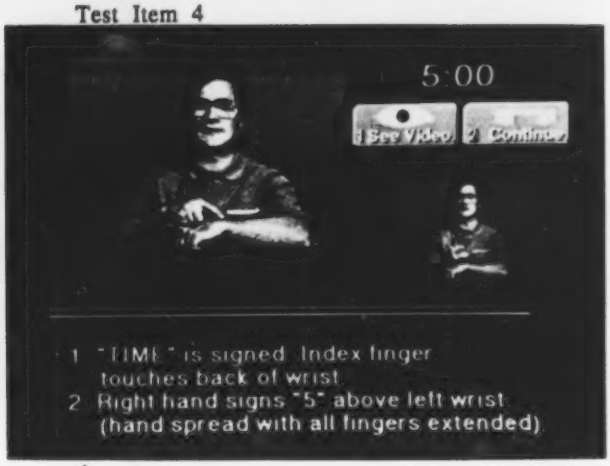
1. _____.

Test Item 3



1. _____.

Test Item 4


5:00
1 See Video
2 Continue
1 "TIME" is signed. Index finger touches back of wrist
2 Right hand signs "5" above left wrist (hand spread with all fingers extended)

1. _____.

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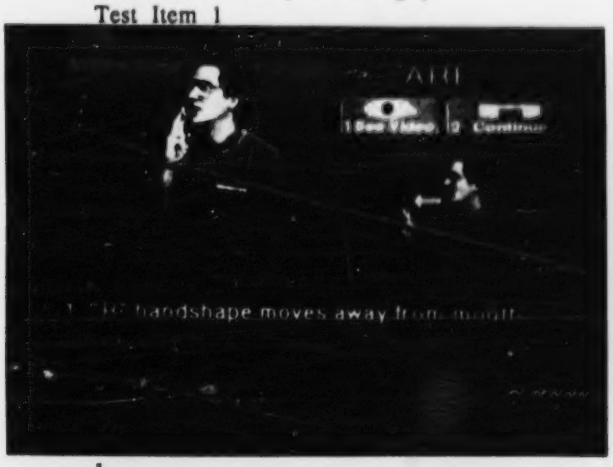
SIGNING PERFORMANCE
CHECKLIST

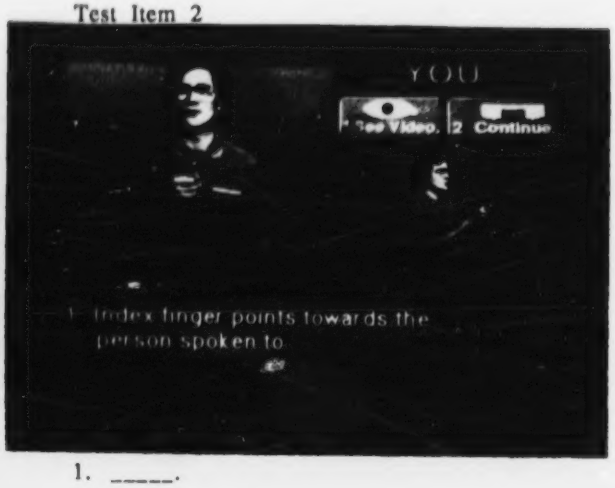
HOME Are you hungry?

Test Item 1



1. _____.

Test Item 2



1. _____.

Test Item 3

1. _____.

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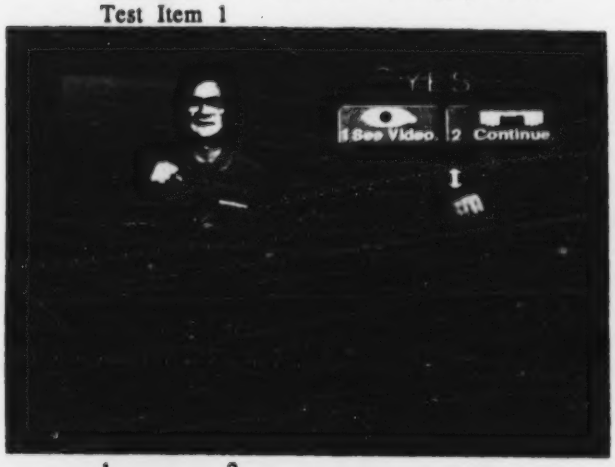
CHECKLIST

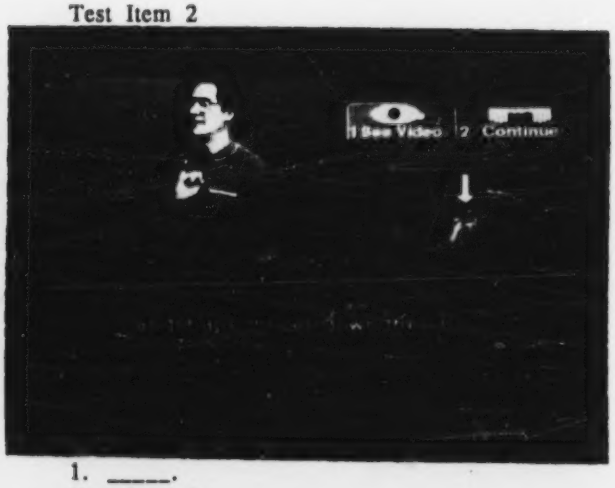
HOME Yes. I am hungry now.

Test Item 1



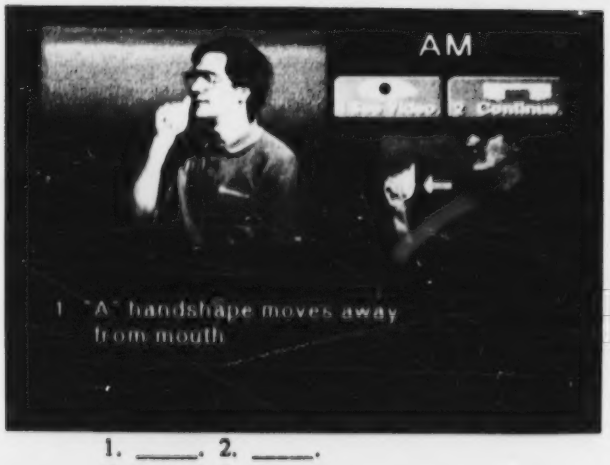
1. _____. 2._____.

Test Item 2



1. _____.

Test Item 3



1. _____. 2. _____.

Test Item 4

1. _____.

Test Item 5

1. _____. 2. _____.

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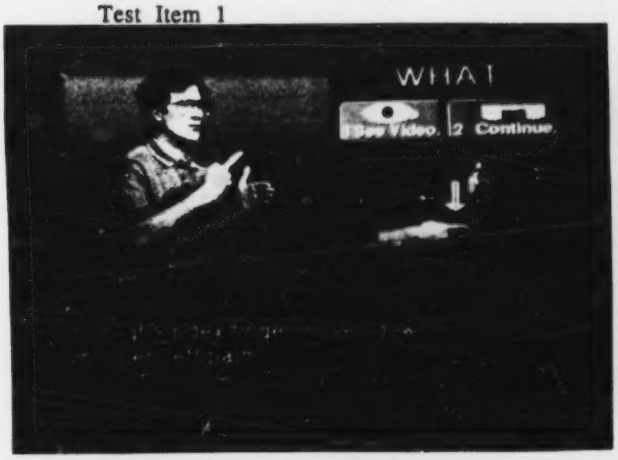
CHECKLIST

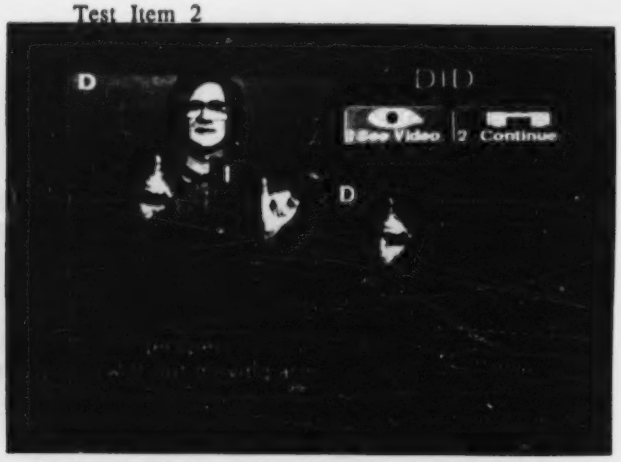
HOME What did your teacher say?

Test Item 1



1. _____.

Test Item 2

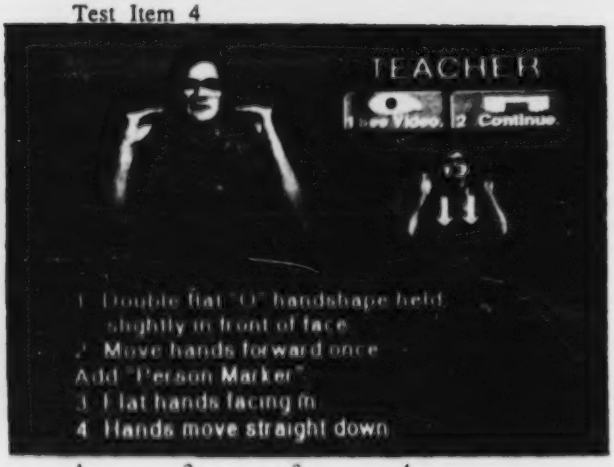


1. _____.

Test Item 3

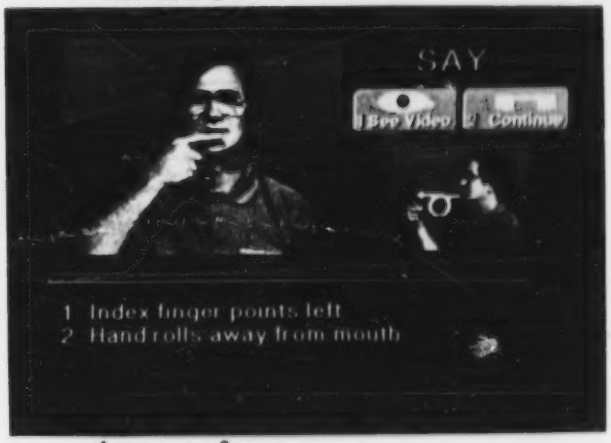
1. _____.

Test Item 4


TEACHER
2 Continue
1 Double flat "O" handshape held
slightly in front of face
2 Move hands forward once
Add "Person Marker"
3 Flat hands facing in
4 Hands move straight down

1. _____.2. _____.3. _____.4. _____.

Test Item 5



1. _____. 2. _____.

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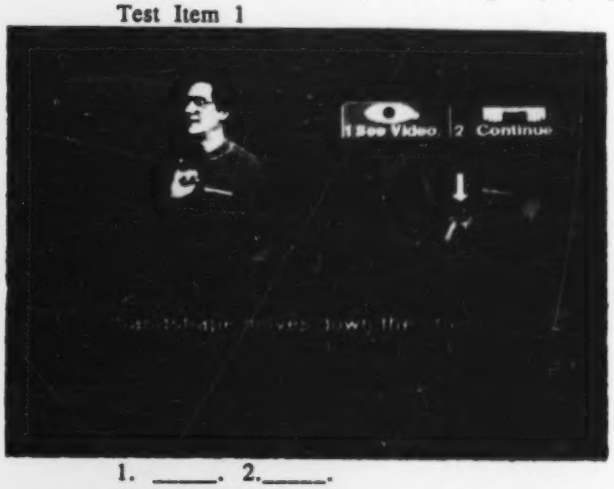
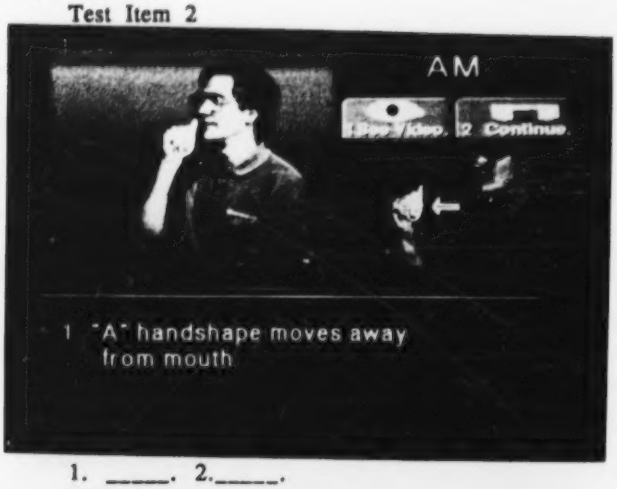
HOME I am presenting my project tommorow.

Test Item 1



1. _____. 2._____.

Test Item 2



1. _____. 2._____.

Test Item 3

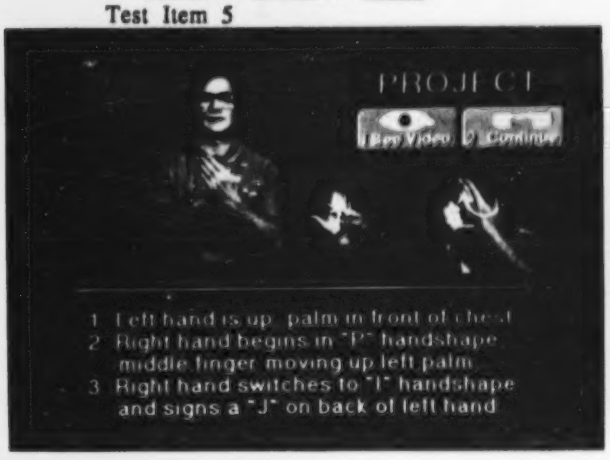
PRESENTING
1 See Video.
2 Continue
1 Hands are held flat near chest
palms facing up
2 Arms extend up and forward
To add "ing"
3 "I" handshape sweeps out to side
with a flick of the wrist

1. _____.2. _____.3. _____.

Test Item 4

1. _____.

Test Item 5


PROJECT
1 See Video.
2 Continue
1 Left hand is up palm in front of chest
2 Right hand begins in "P" handshape
middle finger moving up left palm
3 Right hand switches to "I" handshape
and signs a "J" on back of left hand

1. _____. 2._____.3. _____.

Test Item 6

1. _____. 2._____.

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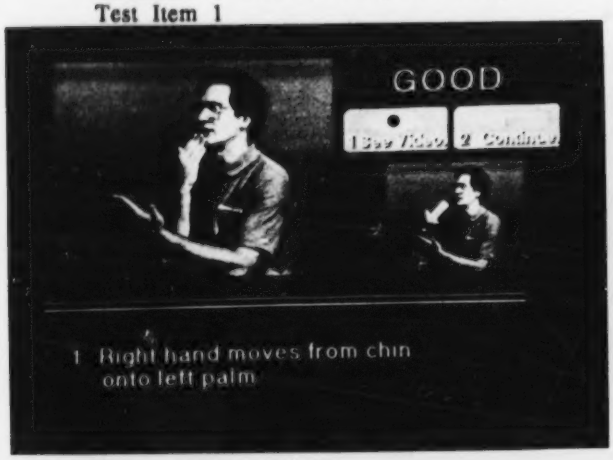
CHECKLIST

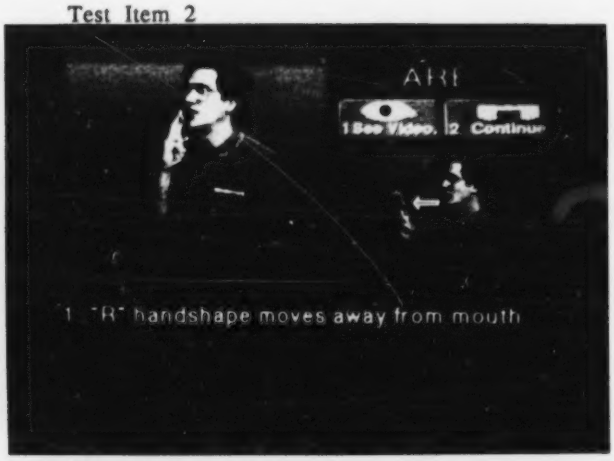
HOME Good. Are you ready?

Test Item 1



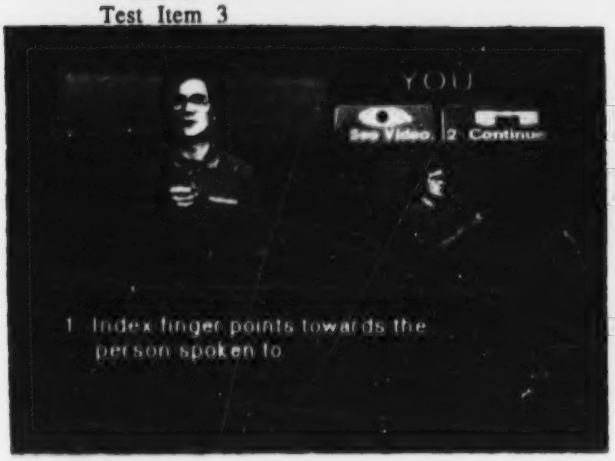
1. _____.

Test Item 2



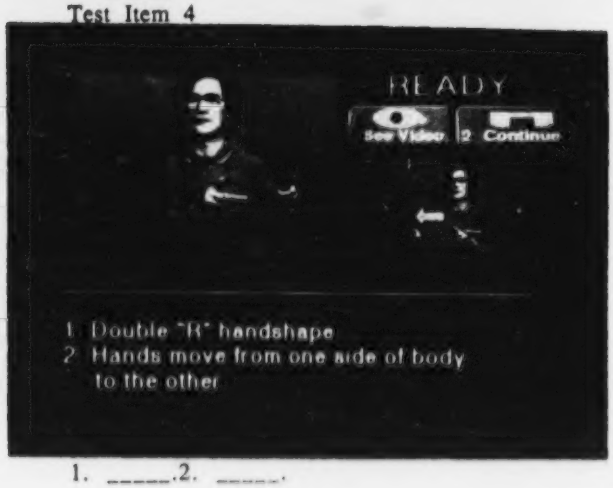
1. _____.

Test Item 3



1. _____.

Test Item 4



1. _____.2. _____.

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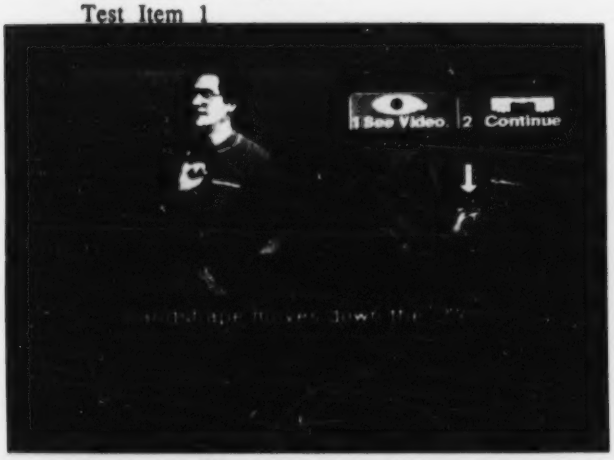
CHECKLIST

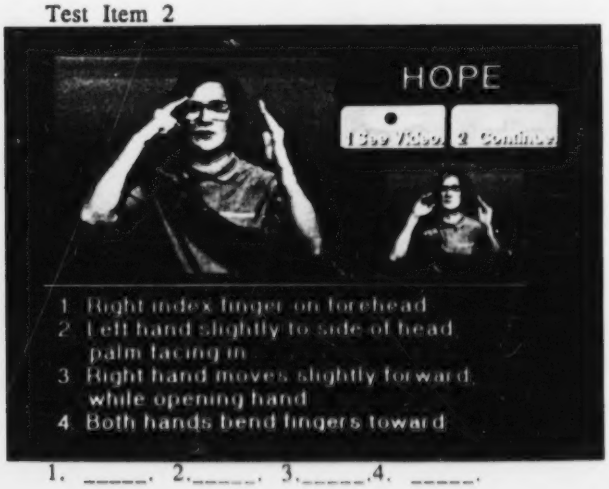
HOME I hope so.

Test Item 1



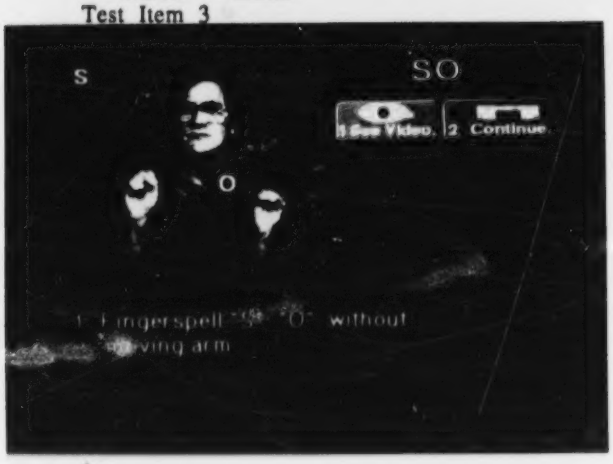
1. _____. 2._____.

Test Item 2


HOPE
1 See Video
2 Continue
1. Right index finger on forehead
2. Left hand slightly to side of head palm facing in
3. Right hand moves slightly forward while opening hand
4. Both hands bend fingers toward

1. _____. 2._____. 3._____.4. _____.

Test Item 3



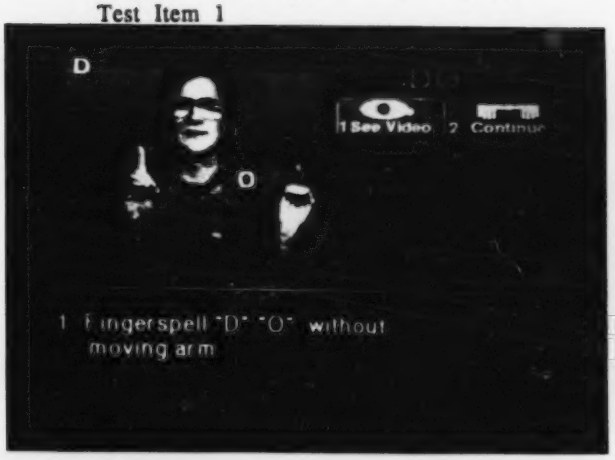
1. _____.

BEST COPY AVAILABLE

SIGNING PERFORMANCE
CHECKLIST

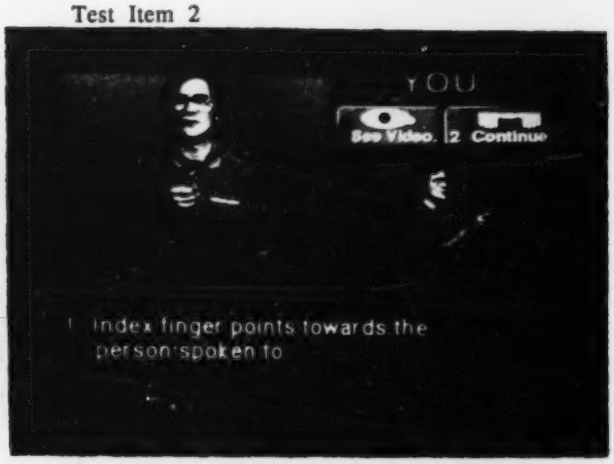
PLAY Do you want to play?

Test Item 1



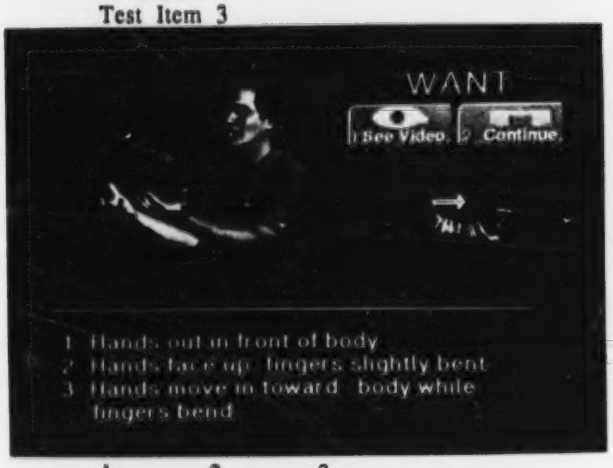
1. _____.

Test Item 2



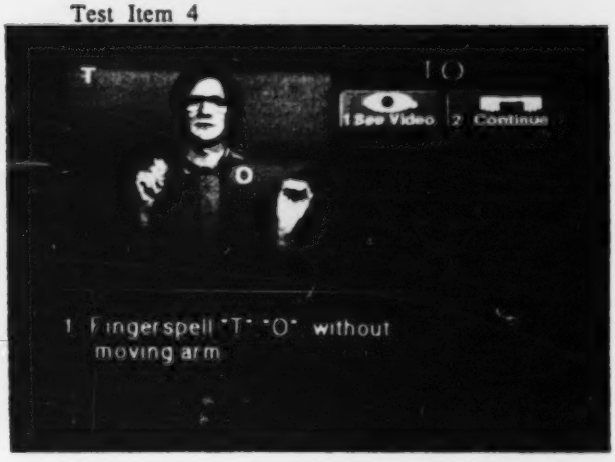
1. _____.

Test Item 3


WANT
1 See Video 2 Continue
1 Hands out in front of body
2 Hands face up fingers slightly bent
3 Hands move in toward body while fingers bend

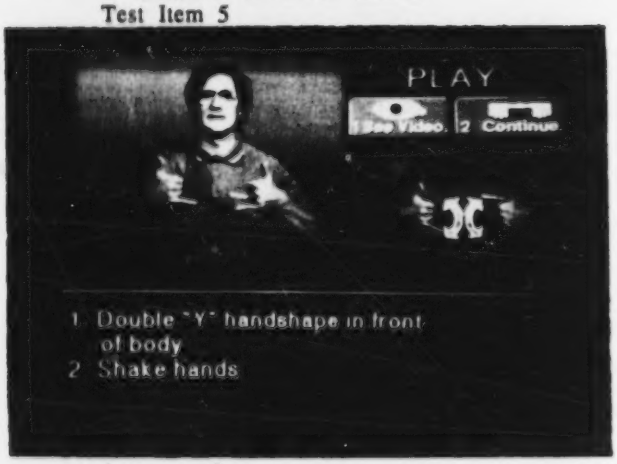
1. _____.2. _____.3. _____.

Test Item 4



1. _____.

Test Item 5



1. _____.2. _____.

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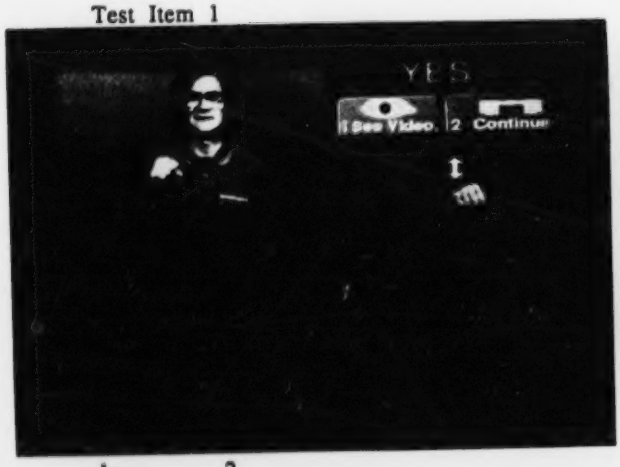
SIGNING PERFORMANCE
CHECKLIST

PLAY Yes. I would thank you.

Test Item 1

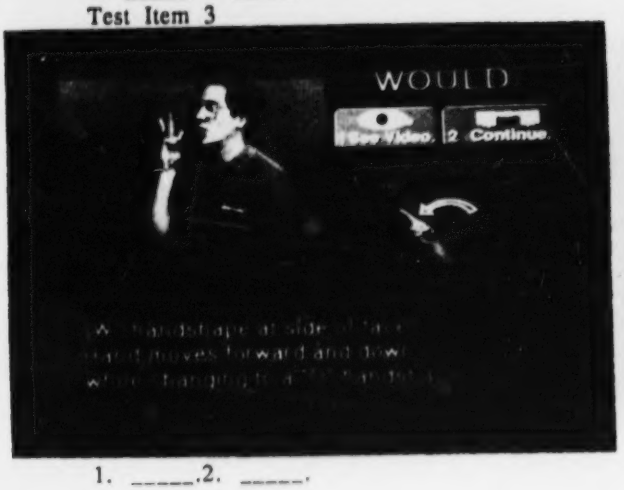


1. _____. 2._____.

Test Item 2

1. _____.

Test Item 3



1. _____.2. _____.

Test Item 4

1. _____.

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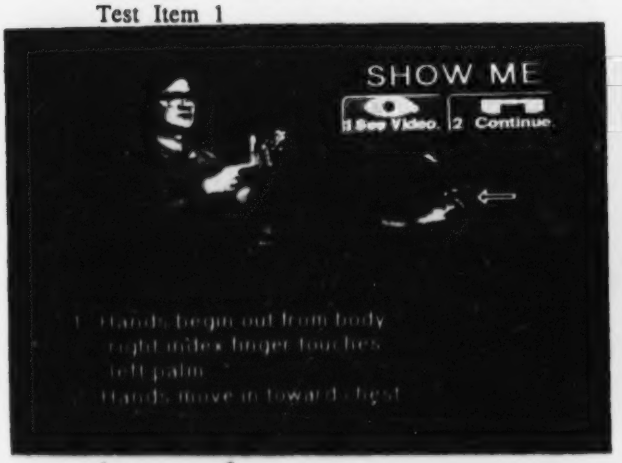
SIGNING PERFORMANCE
CHECKLIST

PLAY Show me how to use this.

Test Item 1



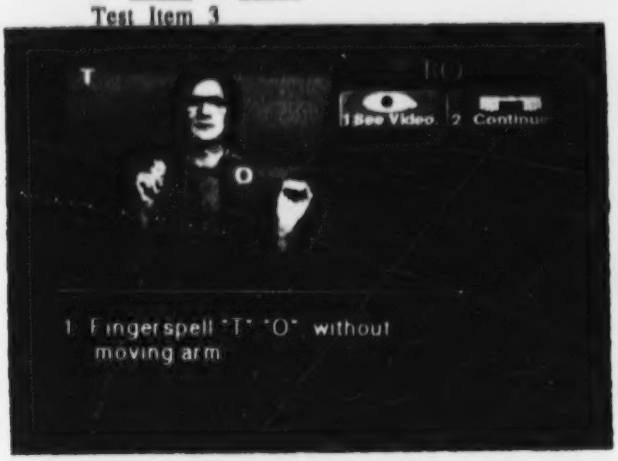
1. _____. 2._____.

Test Item 2

HOW
1 See Video
2 Continue
1 Hands together palms facing down
2 Flip hands while keeping the fingertips together
3 End with palms up

1. _____. 2._____. 3._____.

Test Item 3

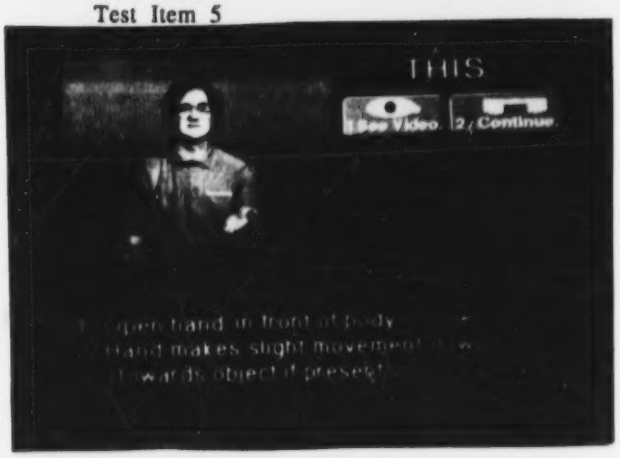


1. _____.

Test Item 4

1. _____.2. _____.

Test Item 5



1. _____.2. _____.

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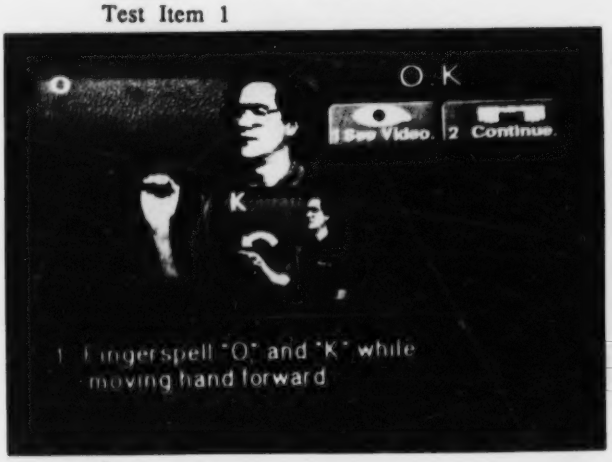
SIGNING PERFORMANCE
CHECKLIST

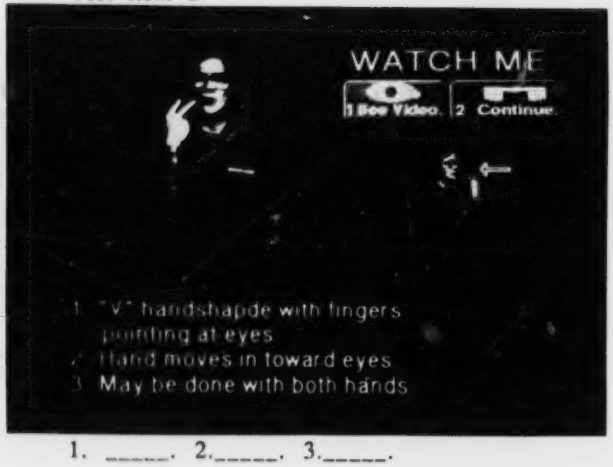
PLAY O. K. Watch me.

Test Item 1



1. _____.

Test Item 2


WATCH ME
1 See Video.
2 Continue.
1 "V" handshape with fingers pointing at eyes
2 Hand moves in toward eyes
3 May be done with both hands

1. _____. 2._____. 3._____.

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SIGNING PERFORMANCE
CHECKLIST

PLAY I have to stop. now.

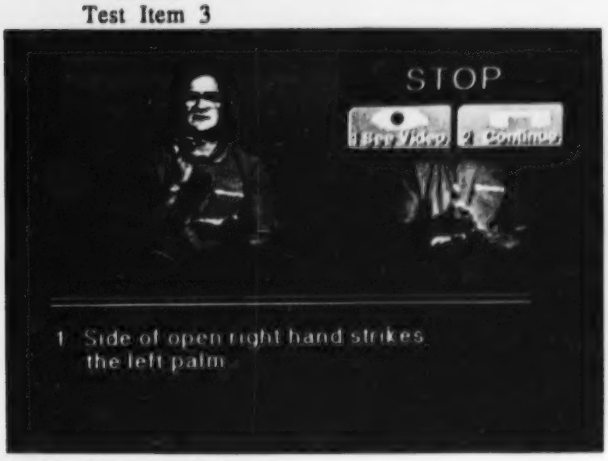
Test Item 1

1. _____.

Test Item 2

1. _____. 2._____.

Test Item 3



1. _____.2. _____.

Test Item 4

1. _____.2. _____.

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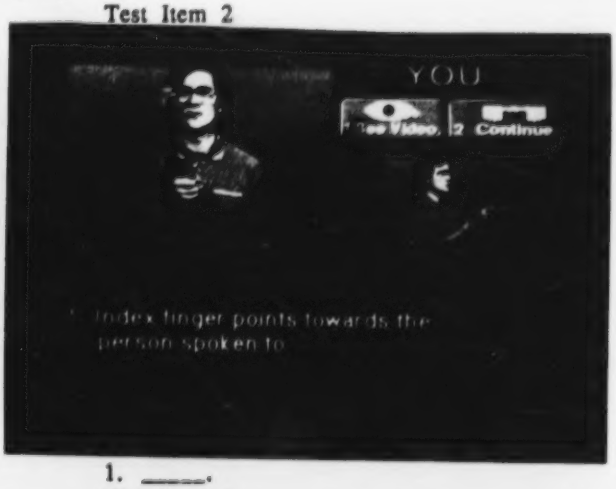
CHECKLIST

PLAY Can you show him how to play?

Test Item 1

1. _____. 2._____.

Test Item 2



1. _____.

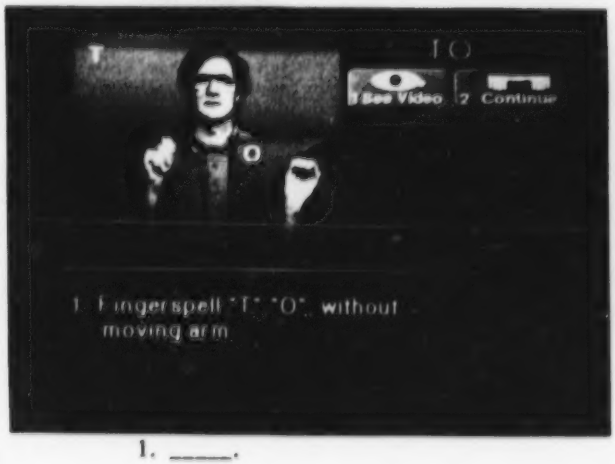
Test Item 3

1. _____.2. _____.

Test Item 4

1. _____.2. _____.3. _____.

Test Item 5



1. _____.

Test Item 6

1. _____. 2._____.

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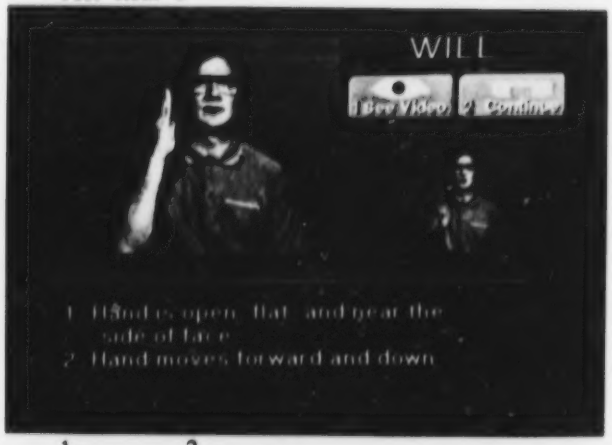
CHECKLIST

PLAY All right. Will you come back?

Test Item 1

1. _____. 2._____.

Test Item 2



1. _____. 2._____.

Test Item 3

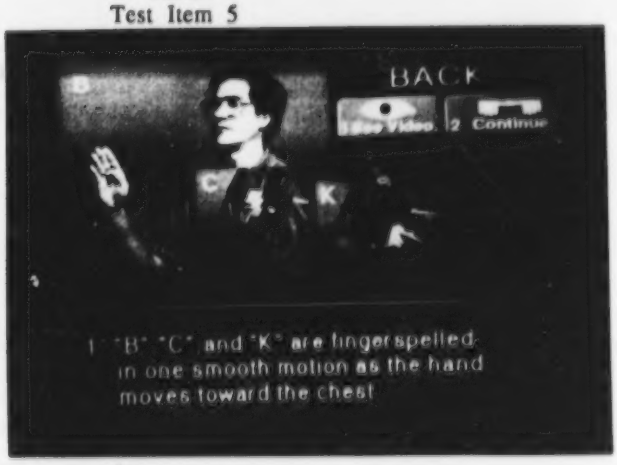
1. _____.

Test Item 4

COME
See Video
2 Continue
1 Hands away from body, slightly to side, index fingers point forward
2 Hands pull to chest while index fingers point slightly to each other

1. _____.2. _____.

Test Item 5



1. _____.

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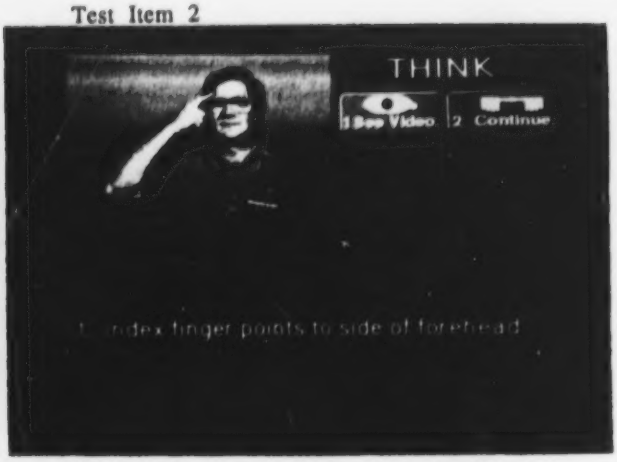
SIGNING PERFORMANCE
CHECKLIST

PLAY I think so.

Test Item 1

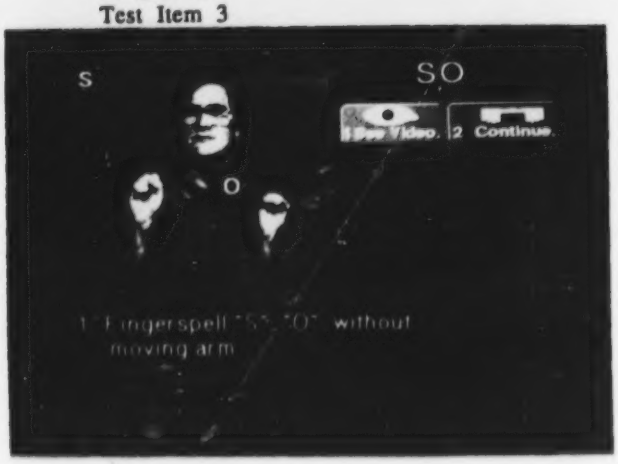
1. _____.

Test Item 2



1. _____.

Test Item 3



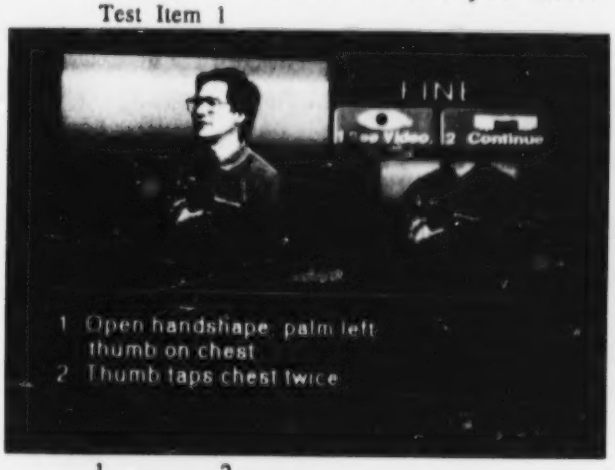
1. _____.

BEST COPY AVAILABLE

SIGNING PERFORMANCE
CHECKLIST

PLAY Fine. I will see you later.

Test Item 1

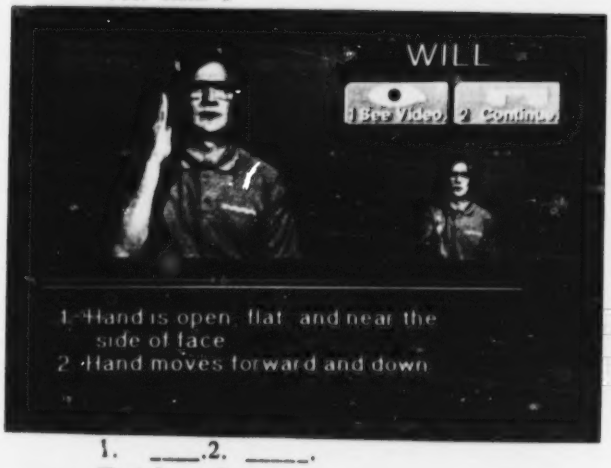


1. _____. 2._____.

Test Item 2

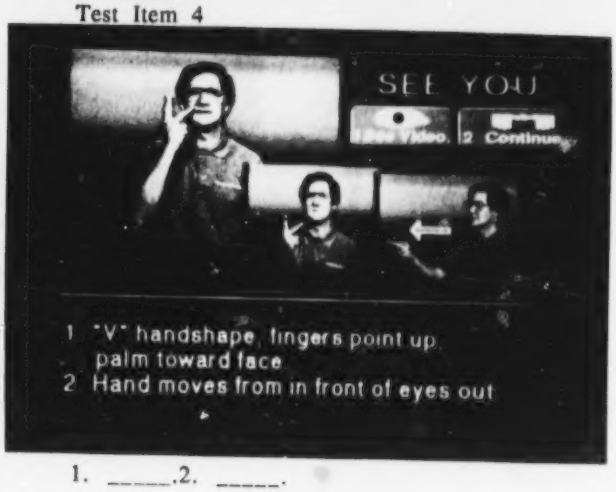
1. _____.

Test Item 3



1. ____.2. _____.

Test Item 4



1. _____.2. _____.

Test Item 5

LATER
1 See Video
2 Continue
1 "L" handshape, palm forward, in front and to the side
2 Hand flips forward so that index finger points down

1. _____. 2._____.

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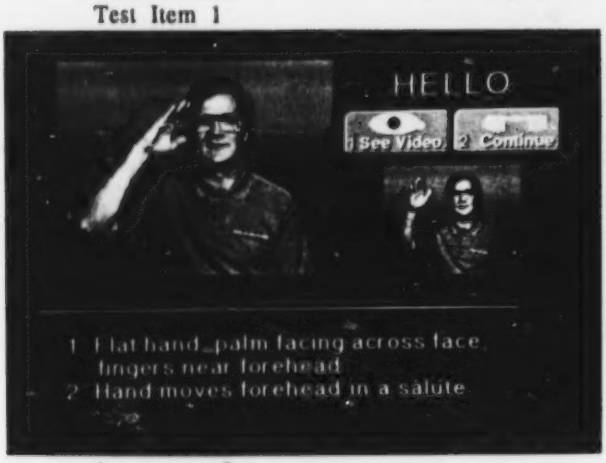
CHECKLIST

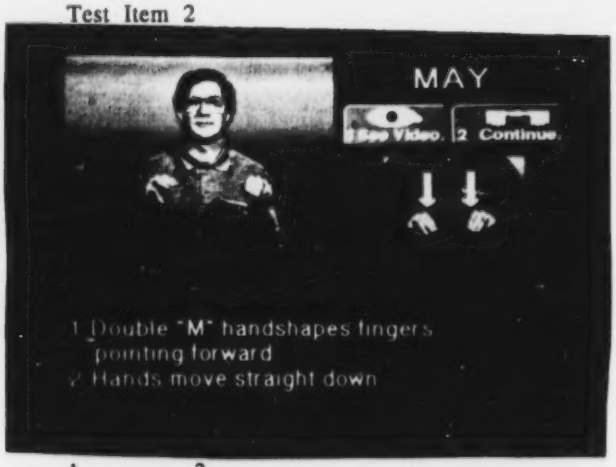
MEDICAL Hello. May I help you?

Test Item 1



1. _____. 2._____.

Test Item 2

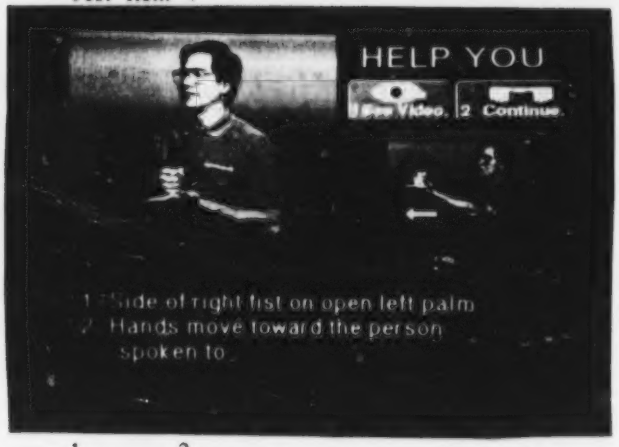


1. _____. 2._____.

Test Item 3

1. _____.

Test Item 4



1. _____.2. _____.

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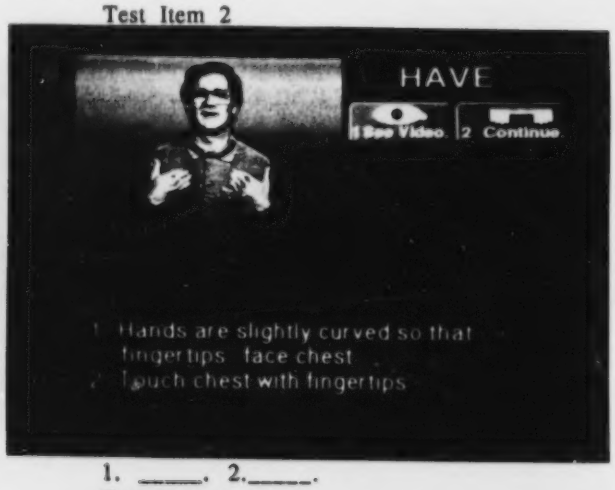
CHECKLIST

MEDICAL I have an appointment to see the doctor.

Test Item 1

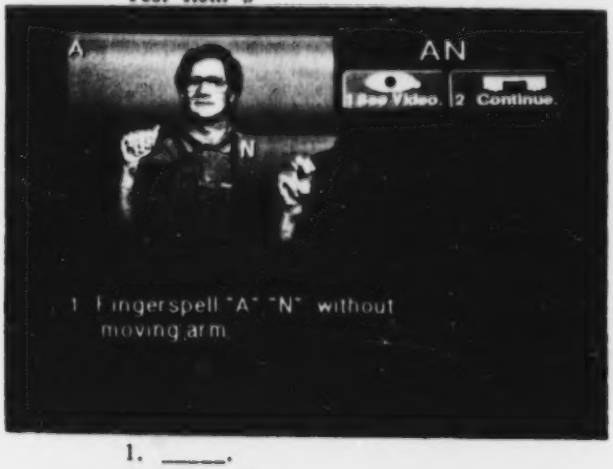
1. _____.

Test Item 2



1. _____. 2._____.

Test Item 3

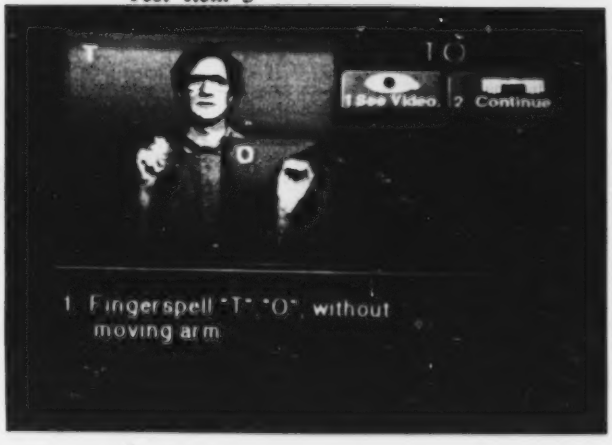


1. _____.

Test Item 4

1. _____.2. _____.

Test Item 5



1. _____.

Test Item 6

1. _____. 2._____.

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CHECKLIST

MEDICAL I have an appointment to see the doctor.

Test Item 7

1. _____. 2._____.

Test Item 8

1. _____. 2._____.

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CHECKLIST

MEDICAL What is your name?

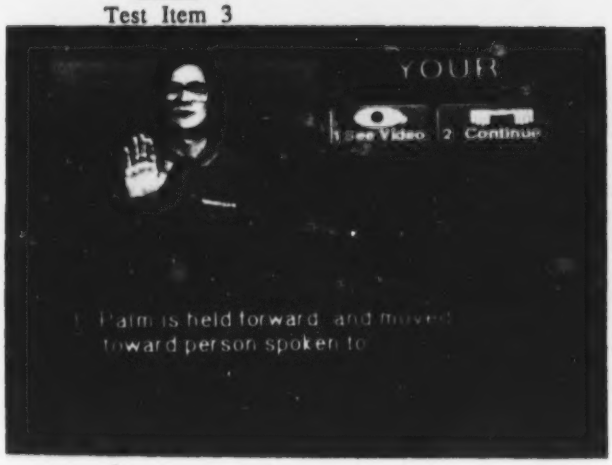
Test Item 1

1. _____.

Test Item 2

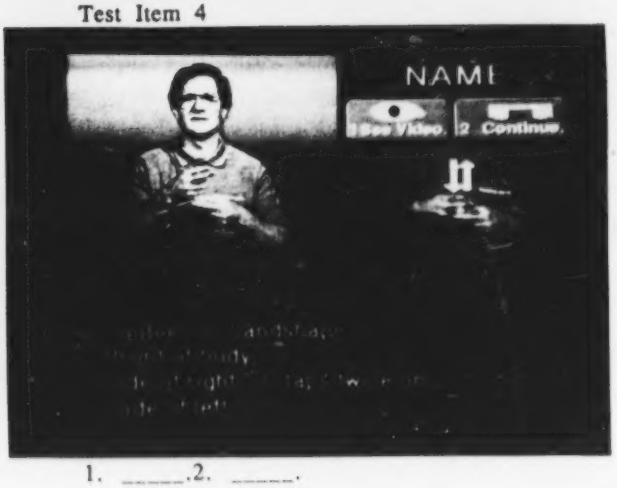
1. _____.

Test Item 3



1. _____.

Test Item 4



1. _____.2. _____.

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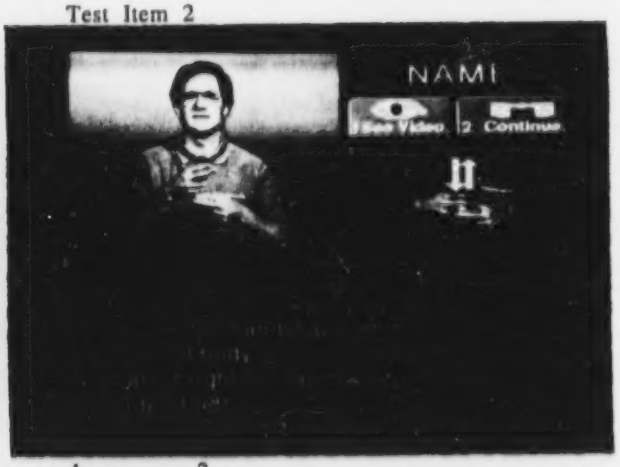
CHECKLIST

MEDICAL My name is Linda.

Test Item 1

1. _____.

Test Item 2



1. _____. 2._____.

Test Item 3

1. _____.

Test Item 4

1. _____.

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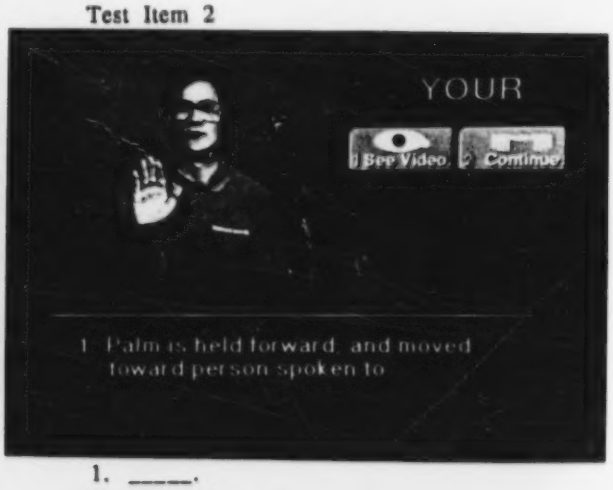
CHECKLIST

MEDICAL Yes. Your appointment is at 2:00.

Test Item 1

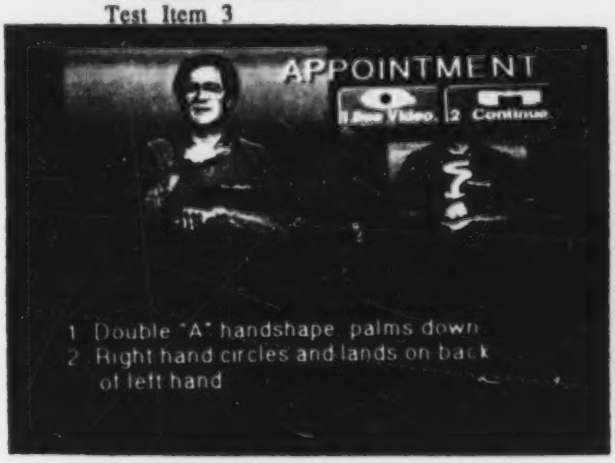
1. _____. 2._____.

Test Item 2



1. _____.

Test Item 3



1. _____. 2. _____.

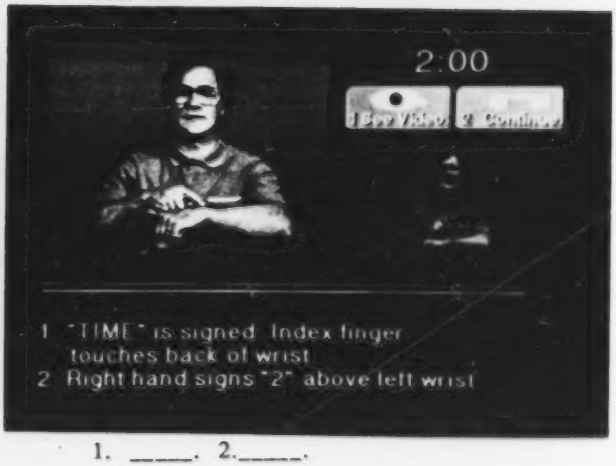
Test Item 4

1. _____.

Test Item 5

1. _____.

Test Item 6



1. _____. 2._____.

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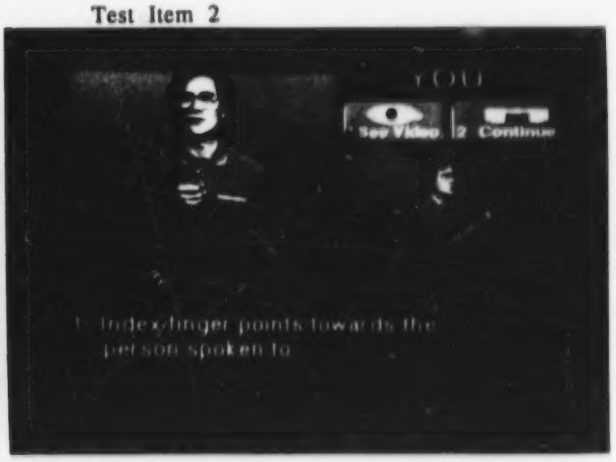
MEDICAL Are you hurt?

Test Item 1

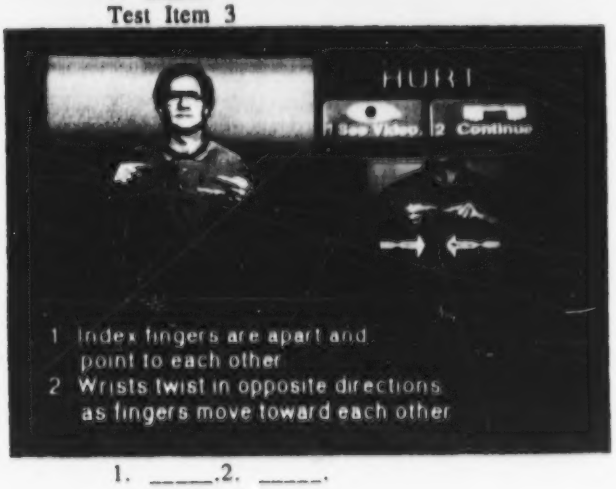
1. _____.

Test Item 2



1. _____.

Test Item 3


HURT
1 See Video. 2 Continue
1 Index fingers are apart and point to each other
2 Wrists twist in opposite directions as fingers move toward each other

1. _____.2. _____.

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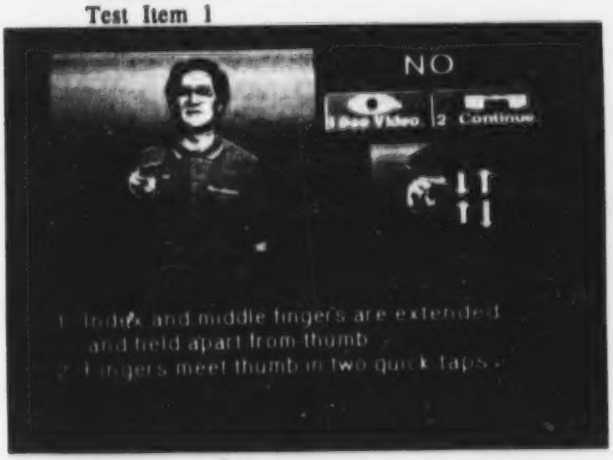
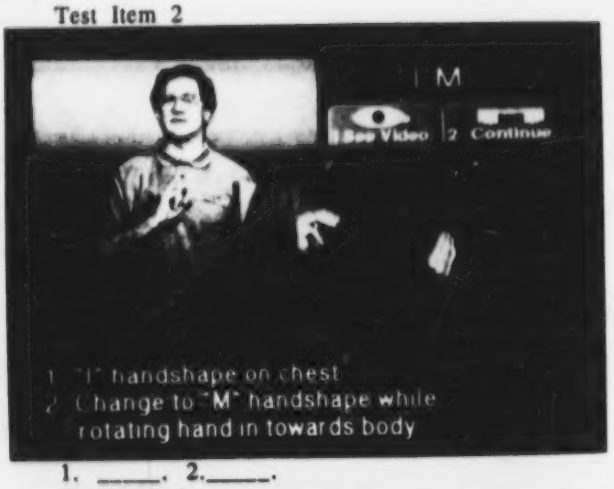
MEDICAL No. I'm sick. My throat hurts.

Test Item 1


NO
1 Bee Video
2 Continue
1 Index and middle fingers are extended and held apart from thumb
2 Fingers meet thumb in two quick taps

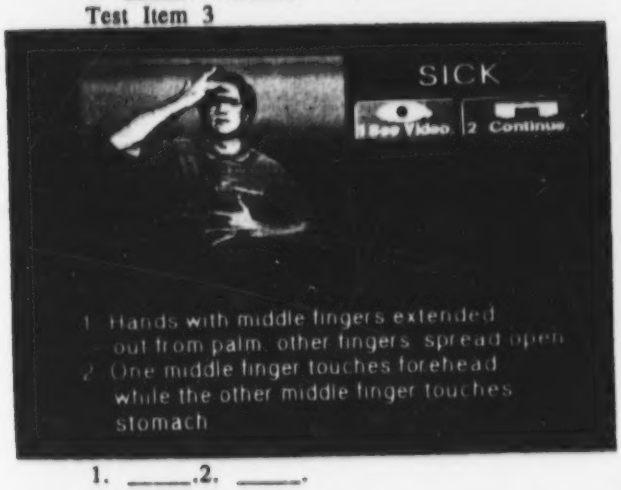
1. _____. 2._____.

Test Item 2



1. _____. 2._____.

Test Item 3

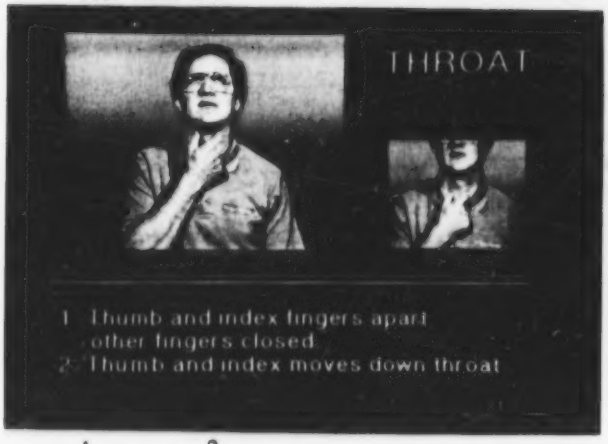

SICK
1 Bee Video
2 Continue
1 Hands with middle fingers extended out from palm, other fingers spread open
2 One middle finger touches forehead while the other middle finger touches stomach

1. _____.2. _____.

Test Item 4

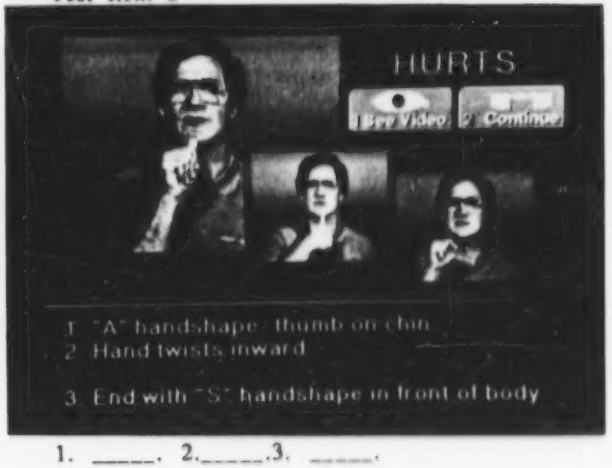
1. _____.

Test Item 5



1. _____. 2._____.

Test Item 6



1. _____. 2._____.3. _____.

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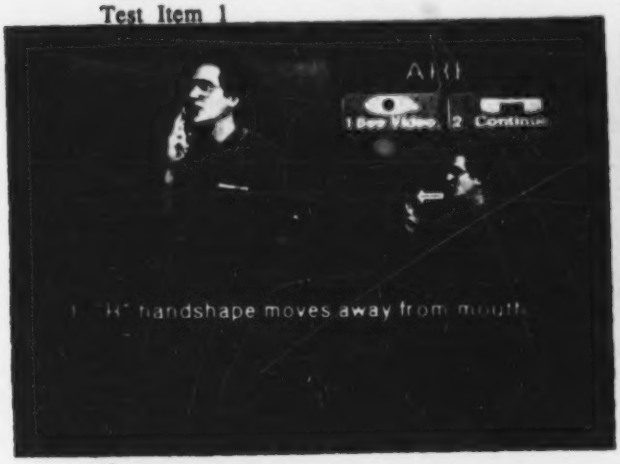
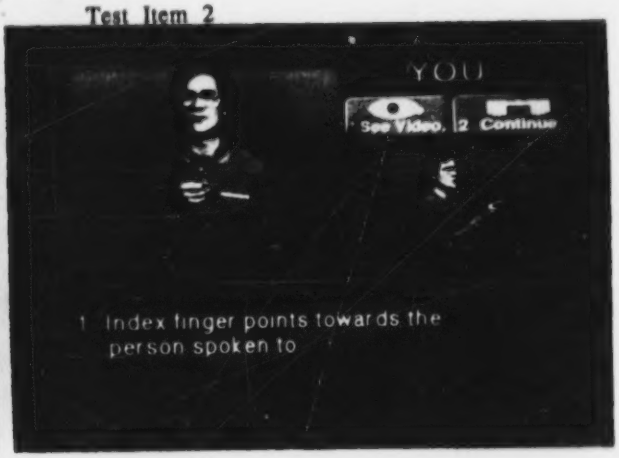
MEDICAL Are you allergic to any medicine?

Test Item 1



1. _____.

Test Item 2



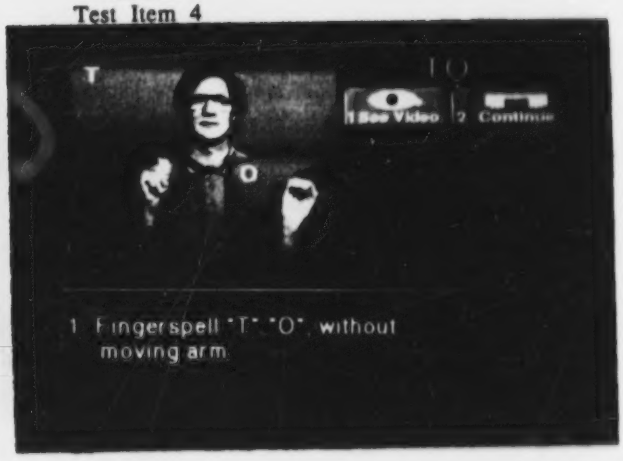
1. _____.

Test Item 3

ALLERGIC
1 See Video
2 Continue
1 One index finger on nose, the other index finger points to nose
2 Index fingers come together then move straight apart
3 Either hand changes to "C" handshape

1. _____.2. _____.3 _____.

Test Item 4



1. _____.

Test Item 5

1. _____. 2._____.

Test Item 6

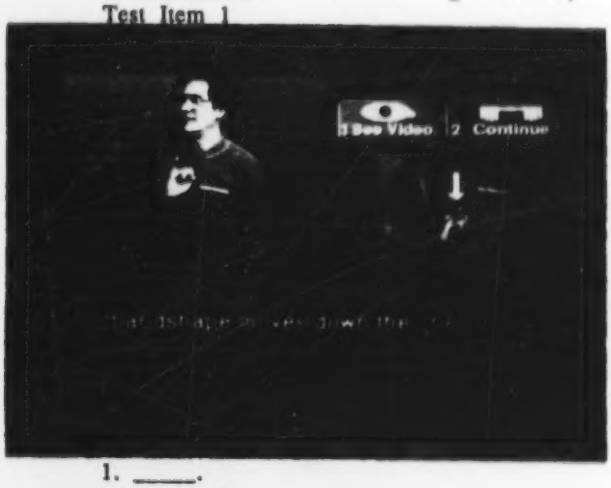
1. _____.

BEST COPY AVAILABLE

SIGNING PERFORMANCE
CHECKLIST

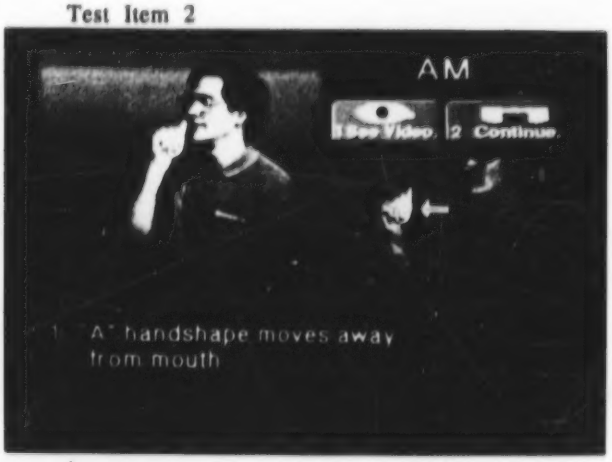
MEDICAL I am allergic to aspirin.

Test Item 1



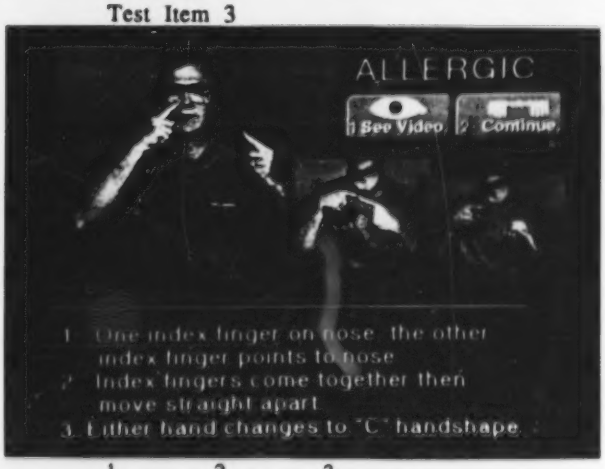
1. _____.

Test Item 2



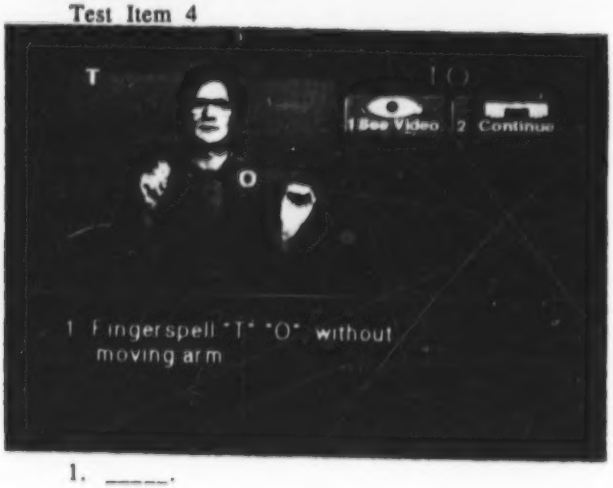
1. _____.

Test Item 3


ALLERGIC
1 Bee Video
2 Continue
1 One index finger on nose the other
index finger points to nose
2 Index fingers come together then
move straight apart
3 Either hand changes to "C" handshape

1. _____.2. _____.3 _____.

Test Item 4



1. _____.

Test Item 5

1. _____. 2._____.

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SIGNING PERFORMANCE
CHECKLIST

MEDICAL Please have a seat. You will be next.

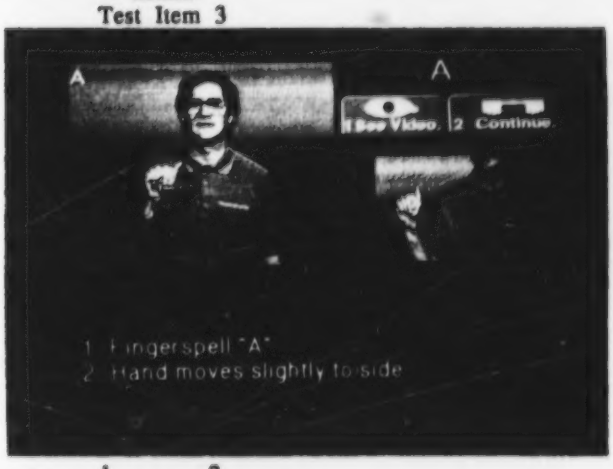
Test Item 1

1. _____.

Test Item 2

1. _____. 2._____.

Test Item 3

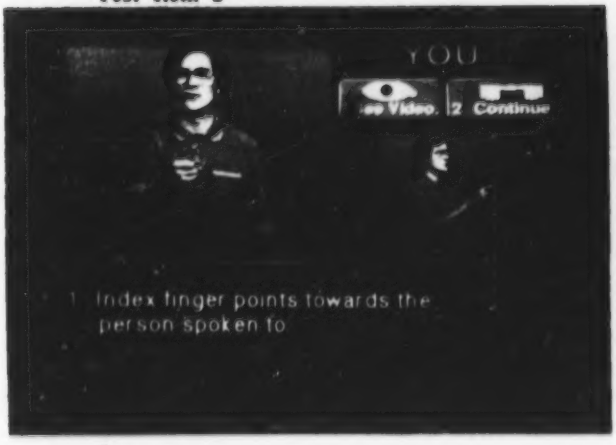


1. _____.2. _____.

Test Item 4

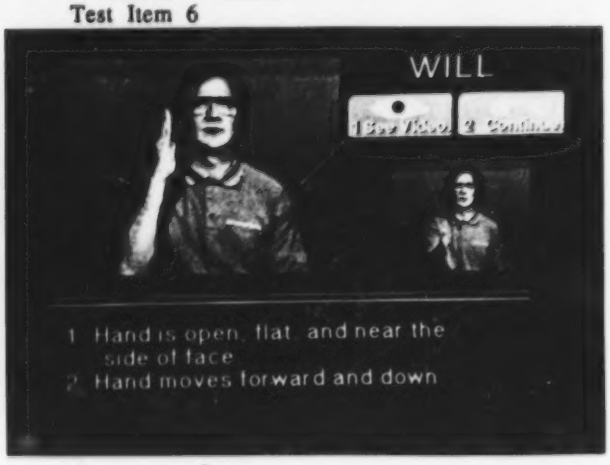
1. _____.2. _____.

Test Item 5



1. _____.

Test Item 6



1. _____. 2._____.

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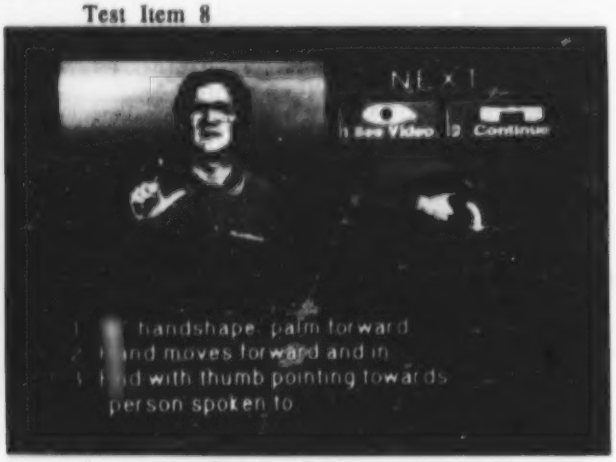
SIGNING PERFORMANCE
CHECKLIST

MEDICAL Please have a seat. You will be next.

Test Item 7

1. _____.

Test Item 8



1. _____. 2._____.3. _____.

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